DOCUMENT RESUME

ED 088 101 CS 201 110

TITLE	Communication Skills for EMR Pupils; Teacher Resource Material.
INSTITUTION	Los Angeles City Schools, Calif. Special Instructional Programs Branch.
PUB DATE	73
NOTE	220p.
EDRS PRICE	MF-$0.75 HC-$10.20
DESCRIPTORS	*Communication Skills; *Educable Mentally Handicapped; Elementary Education; Handwriting Skills; *Instructional Materials; Language Development; *Language Skills; Oral Expression; *Program Guides; Written Language

ABSTRACT

This instructional bulletin, second in a series of three publications designed to provide a sequential development of communication skills for educable mentally retarded pupils in elementary school, contains suggested learning objective and activities for implementation in language arts courses. Contents include: "Developing Fundamental Skills in Oral Language," which contains activities to improve listening, thinking, and speaking skills; "Developing Written Language Skills," which presents materials on vocabulary building, sentence development, punctuation, and paragraph organization; "Developing Handwriting Skills," which stresses the importance of handwriting and suggests learning activities to prepare pupils for handwriting; and "Developing Spelling Skills," which contains materials for teaching pupils to discriminate between sounds and to pronounce words correctly. (RB)

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EXPERIMENTAL

COMMUNICATION SKILLS FOR EMR PUPILS

TEACHER RESOURCE MATERIAL

AN INSTRUCTIONAL BULLETIN FOR
ELEMENTARY SCHOOLS

CS 201 110

LOS ANGELES CITY SCHOOLS 1973
SPECIAL INSTRUCTIONAL PROGRAMS BRANCH

FOREWORD

Communication Skills for EMR Pupils is the second in a series of three publications designed to provide for a sequential development of skills for educable mentally retarded pupils in the elementary school. The content represents the results of a coordinated effort to fulfill a need for practical activities that has long been expressed by teachers of EMR pupils

This instructional bulletin contains descriptions of suggested activities basic to an effective implementation of the Course of Study. Each section of Communication Skills for EMR Pupils contains learning objectives that are related by code numbers to each suggested activity. As the classroom program is developed, the teacher may select activities that will help to achieve or reinforce a given objective.

To assure that this publication will be available to teachers at the earliest possible date, the content has been reproduced in unedited form. Suggestions and recommendations for the next edition should be addressed to Mrs. Venetta B. Whitaker, Curriculum Supervisor, EMR Programs, Special Instructional Programs Branch.

ACKNOWLEDGMENTS

The Special Instructional Programs Branch acknowledges with gratitude the contributions of the following persons who served in an advisory capacity during the development of this publication:

Colleen Crowley	Advisor, EMR Program, Area A
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Vera Howard	Advisor, EMR Program, Area B
Joyce McGhee	Advisor, EMR Program, Areas D, E
Fidel Pontrelli	Advisor, EMR Program, Areas G, H
Floyd Talmadge	Advisor, EMR Program, Areas I, J, K, L

Special thanks are conveyed to Robert W. Lamson, Assistant Superintendent, Instructional Planning Division, and the instructional specialists for their advice and direction.

Particular appreciation is expressed to VICTOR A. SIGNORELLI, Curriculum Consultant, for his excellent contributions in organizing, developing, and writing this publication.

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PURPOSE OF THE EMRPROGRAM

In the elementary school, the purpose of the instructional program for educable mentally retarded pupils is to assist them in becoming well adjusted, contributing, and self-supporting members of their community by meeting realistically their educational and training needs. The program is designed to help pupils to:

Understand and adjust to the physical environment.

Become responsible family members.

Learn to maintain desirable mental and physical health habits.

Accept personal and civic responsibility.

Learn the basic communication, computation, and consumer skills.

Develop the ability to hold a job.

Appreciate beauty and learn desirable leisure-time activities.

POINT OF VIEW

In order to function adequately in society, educable mentally retarded children must make themselves understood. By being able to communicate their thoughts, ideas, and feelings, these children have a greater opportunity to successfully associate with and be accepted by their fellow peers and adults. As educable mentally retarded boys and girls become older, they will need not only the ability to listen, think, and speak, but will need to know how to read, write, and understand what is spoken in order to succeed in daily living.

The sequence of learning communication skills for the educable mentally retarded is at a slower rate than for average children. Oral communication is stressed and developed before reading and writing. Even though some skills will be limited, educable mentally retarded boys and girls do learn to communicate in much the same way as do other children. Many varied and concrete experiences are needed in order for educable mentally retarded children to maintain new skills. The task of the teacher is to make certain that language activities are repeated frequently through use in many subject areas. Effective communication skills can be developed by the classroom teacher through the use of varied and interesting classroom opportunities and activities.

DEVELOPING FUNDAMENTAL SKILLS IN ORAL LANGUAGE

LISTENING AND THINKING SKILLS

SPEAKING SKILLS

ORAL LANGUAGE

Point of View

Every child must learn to read, speak, listen, write, and spell. If a child is to understand life around him, he must learn to communicate his ideas. In this manner, he will be able to associate with his peers and to be accepted by them. At an early age a child is able to find his place in the home, the school, and the community through oral language. As he grows older, he will communicate orally, but he must also be able to interpret what he sees in printed form and act upon what he hears. If the mentally retarded child is to be successful in adopting to community living, he must improve in his ability to listen, to think, and to speak.

The educable mentally retarded child is often deficient in language abilities. Therefore, developing communication skills requires much emphasis on speaking vocabulary, meaning of words, and the ability to express himself adequately through sentences. The beginning phases of language development need to be stressed. He requires a great deal of motivation, encouragement, and practice. He must be successful at the early stages if he is to progress successfully into more difficult tasks.

Listening involves comprehension of the spoken word plus auditory and perception discrimination of the sounds of which these words are composed. Listening involves attention and interpretation. Short attention span, poor physical conditioning, and poor conceptual ability affect the listening habits of the educable mentally retarded child. Since the mentally retarded often depends most upon listening for the information he receives, it is important that listening be made a purposeful activity.

The educable mentally retarded child should be encouraged to use verbal responses. He will have to rely more on speaking than upon his capacities in written language in order to adjust to social and work situations. The EMR child should have many opportunities to use listening and speaking skills in order to develop his abilities to ask questions and to give necesary directions in complete sentences. The EMR needs the chance to talk freely, easily, and clearly while expressing ideas to others in the home, the school, and the community. As the ability to speak increases, the EMR will learn to use words that meet his purposes and personal situations

LISTENING AND THINKING SKILLS

Learning Objectives

1. Listen for information.
2. Recognize sounds in the environment.
3. Follow directions.
4. Learn the meaning and use of new words.
5. Listen critically.
6. Establish a sequence of ideas.
7. Be selective in TV viewing and listening.
8. Listen for appreciation.

Suggested Learning Activities

1. Ask the pupils questions with regard to sound. (1)(2)

Listening for Sounds

Pupil responses may be similar to those indicated.

Teacher: Boys and girls, that was an excellent fire drill this morning. Why do you think we were so prompt in lining up and leaving the building?

Pupil: We paid attention to the fire signal.

Teacher: Yes, sounds are important. What are some of the sounds that help us?

Pupil: The bells, buzzers, sirens, and whistles help us.

Teacher: How do these sounds help us? What do they tell us? What would we do if we didn't have these sounds? Would it be easier or more difficult for us to be without these sounds? In what ways? Can you think of a word that describes what these sounds do for us?

Teacher: What other ways do we have to communicate with people in letting them know what we want to tell them?

Pupil: We speak and write.

2. Teach the children the poem Listening. Have them point to a body part mentioned in the poem. Illustrate the poem on a chart. Talk about how keeping hands, feet, and mouth quiet, and watching the person who is talking will help us to listen better. Talk about the need for demonstrating one's best behavior in an audience situation. (1)(2)

Listening

We listen with our ears, of course.

But it is very true,

Our hands

And feet

And eyes

And mouth

Can help us listen, too.

3. Have pupils listen to sounds of instruments and describe the sounds that are similar and those that are different. (1)(5)

4. Provide opportunities for listening. (1)

During sharing period
Music appreciation period
Discussion of daily routines
Dramatic plays
Discussion of unexpected or interesting happenings

5. Read illustrated stories to the class. Ask questions about the content of the story. (1)(5)(6)(8)

6. Encourage children to stop to think about how they would react in certain situations. Talk with them about the function of the radio aside from playing records and giving the news. Inform pupils that the radio is helpful during an emergency. Ask if there was ever an emergency that caused them to think and act quickly? Have them tell what they would do in the following situations:

If you discovered a fire in school?
If you were washing dishes in a restaurant and dropped a plate on the floor?

If you were invited to go to the circus just as you were ready to study for the next day's test?
If your best friend asked to copy your answers on a test?
If you found a purse containing a five dollar bill? (1)(4)(6)

7. Talk about the differences in listening for fun and listening for information. Read selections and let the pupils decide which are for fun and which are for information. (1)(5)

8. Give pupils a listening assignment in which they will be required to listen to the radio or television for the purpose of hearing the news or weather report. Pupils will report back to the class what they heard. (1)(5)

9. Play a game which requires children to follow instructions. The boys and girls must wait for the teacher's command. If they do not wait for the command they are out. (1)(3)(5)

Teacher says:
If you are happy, clap your hands (children clap).
If you are happy, tap your foot (children tap).
If you are happy, nod your head (children nod).
If you are happy, clap, tap, and nod (children clap, tap, nod together).

10. Give children a number of activities to assist them in learning to follow directions. Examples: (1)(3)(5)

a. Give simple directions and have children follow them.
Johnny, put your chair under the table.
Johnny, put your chair under the table and go get your coat.
Johnny, put your chair under the table, get your coat, and go stand in line.

b. Discuss how confusing left and right turns can be when following a map or riding a bicycle. Practice by having the children follow left and right commands.
Touch right knee with right hand.
Touch left knee with left hand.
Touch left elbow with right hand.
Touch right elbow with left hand.
Touch right foot with right hand.
Touch left foot with right hand.
Touch left ear with right hand.
Touch left ear with left hand.

c. Give directions which the pupils are to follow in the sequence given.
Go to the sink. Wash your hands. Wipe your hands.
Place the paper towel in the waste basket.

d. Have pupils identify the missing step after the directions are repeated by the teacher in which one step has been left out.
1) Color a sheet of paper with one crayon.
2) Next, color over the first color with a different color.
3) Color the paper again with a third crayon.
4) Now color the paper for a fourth time with a black crayon.
5) Scratch a design on the paper with a pin.
(Repeat the directions omitting #4)

e. Give the pupils a three-part direction. Repeat all three directions, and then follow them in order. The pupils repeat the directions exactly and follow the directions exactly.
The teacher says: Stand up.
Clap your hands twice.
Raise your right hand over your head.

f. Give children an activity which involves listening for the interchange of two words. Children are forced to listen when they are asked to respond to the pairs of orders that sound alike except for the interchanging of two words.
1) Put your hand on the book; put your book on your hand.
2) Hold your pencil above your book; hold your book above your pencil.
3) Pat your head and point to your desk; point to your head and pat your desk.
4) Close your eyes and open your mouth; close your mouth and open your eyes.
5) Point to the windows and look at the ceiling; point to the ceiling and look at the windows.
6) Touch your desk and point to your toe.

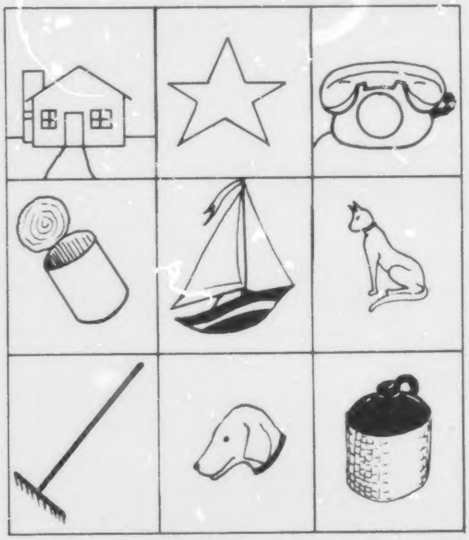
11. Devise pupil activities involving rhyming words to develop listening skills. (4)(5)

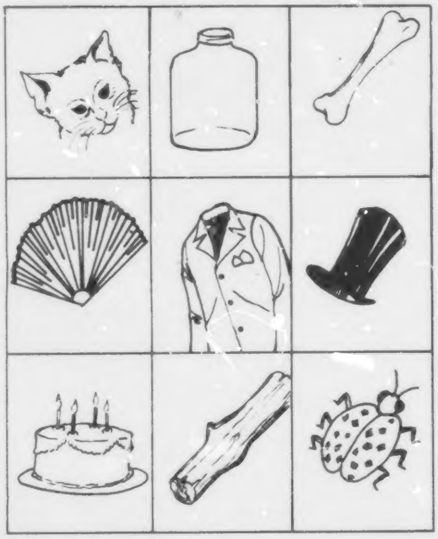
Have pupils rule two sheets of 9" x 12" tagboard into nine squares each.
Draw a picture in each square of the first sheet.
For each picture on the first sheet draw a rhyming picture in the squares on the second sheet.
Cut the pictures on this second sheet into separate cards.
Put the cards in an envelope, and clip it to the first sheet.

Explain on this large sheet are nine pictures. In the attached envelope are nine separate picture cards. Each picture card rhymes with one of the pictures on the large sheet.

Note the example below. Now look at the first of the nine picture cards. It shows a house. Look at the pictures on the big sheet. With which picture does it rhyme, Jean? That's right, the mouse. So I will put the picture of the house on top of the picture of the mouse. Say the words mouse and house. Can you hear them rhyme?

Now we can take the next picture card and find where it belongs on the large sheet. We will work in this same way until all the rhyme pictures are matched."





12. Allow each pupil to make a tape recording of his voice. Have him describe himself but not tell his name. Play the recording for the class. Other pupils should try to guess the identity of the voice. The recording should be brief. (1)(4)

13. Have children play a game in order to develop the concept of rhyming words. (4)(5)

The teacher proceeds to tell various stories and the children supply the missing, rhyming words.

Teacher: I am going to lead you in a game called, I Am Thinking of a Word. I am thinking of a word that rhymes with bake. It is something good to eat. Can you think of some other words that rhyme with bake?

I am thinking of a word that rhymes with mouse. We live in it.

I am thinking of a word that rhymes with spool. Jerry goes there.

I am thinking of a word that rhymes with block. It tells time.
I am thinking of a word that rhymes with train. It says, "toot."
I am thinking of a word that rhymes with how. It gives milk.
I am thinking of a word that rhymes with bag. It is red, white, and blue.

14. Have the children develop new words by describing clothing, animals, toys, or people. Examples: (4)

Blindfold a pupil.

a. Give him an item of clothing and have him describe how the clothing feels. He should attempt to name the article. The teacher may ask the following questions:
   - How many buttons does the article have?
   - Does the object have a zipper?
   - Is it opened or closed?
   - What kind of material is the article?

b. Place an animal in a cage for the children to observe. The pupils should discuss the animal in regard to size, shape, texture of body, color, locomotion, and food habits.

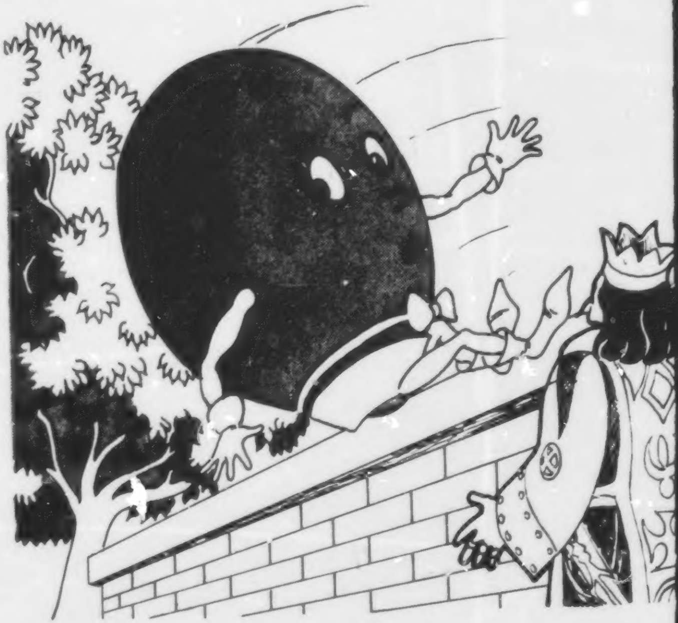
c. Have pupils play the Policeman Game. Allow another pupil to be the policeman. Ask a pupil to describe a classmate. The policeman looks for the pupil described. He may walk around the room in order to observe classmates.

15. Read to the children nursery rhymes, poems, songs, and stories in jingle form. Examples: (4) (5) (8)

Pussy cat, pussy cat,
 where have you been?
I've been to London
 to look at the queen.
Pussy cat, pussy cat,
 what did you there?
I frightened a little mouse
 under her chair.

Nursery Rhymes

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.
All the king's horses
And all the king's men,
Couldn't put Humpty together again.



Jack and Jill
Went up the hill,
To fetch a pail of water;
Jack fell down,
And broke his crown,
And Jill came tumbling after.

Then up Jack got,
And home did trot,
As fast as he could caper;
He went to bed
To mend his head
With vinegar and brown paper.

Hickory, dickory, dock,
The mouse ran up the clock.
The clock struck one,
The mouse ran down,
Hickory, dickory, dock.

Little Polly Flinders
Sat among the cinders,
Warming her pretty little toes;
Her mother came and caught her,
And whipped her little daughter
For spoiling her nice new clothes.

Solomon Grundy,
Born on a Monday,
Christened on Tuesday,
Married on Wednesday,
Took ill on Thursday,
Worse on Friday,
Died on Saturday,
Buried on Sunday.
This is the end
Of Solomon Grundy.

A wise old owl sat in an oak;
The more he saw the less he spoke;
The less he spoke the more he heard
Why can't we all be like that wise old
bird?

Poems

Rain Song

Pull up the curtain,
Look out of doors,
Hear how it's thundering,
See how it pours!

Like a claw in the sky,
And there'll be a rainbow,
I think, by and by.

Little Cat

Little Cat,
LIttle Cat.
As you sat
On the mat,
Did you dream
Of a mouse,
Or a GREAT BIG RAT?

Oh, no!
Not so!
For I always dream
Of a dish
Full of fish,
And a bowl
Full of cream!

Whisky Frisky

Whisky Frisky,
Hippity hop,
Up he goes
To the tree top!

Whirly, twirly,
Round and round,
Down he scampers
To the ground.

Furly, curly,
What a tail!
Tall as a feather,
Broad as a sail!

Where's his supper?
In the shell.
Snappy, cracky,
Out it fell.

Overalls

See my blue overalls
Trimmed with red
And buttons sewn on
With stout black thread.

I've three roomy pockets
For nails and string,
For hammers or pencils
Or anything.

I'm a good workman
With overalls on;
I'll water the grass
Or cut the lawn.

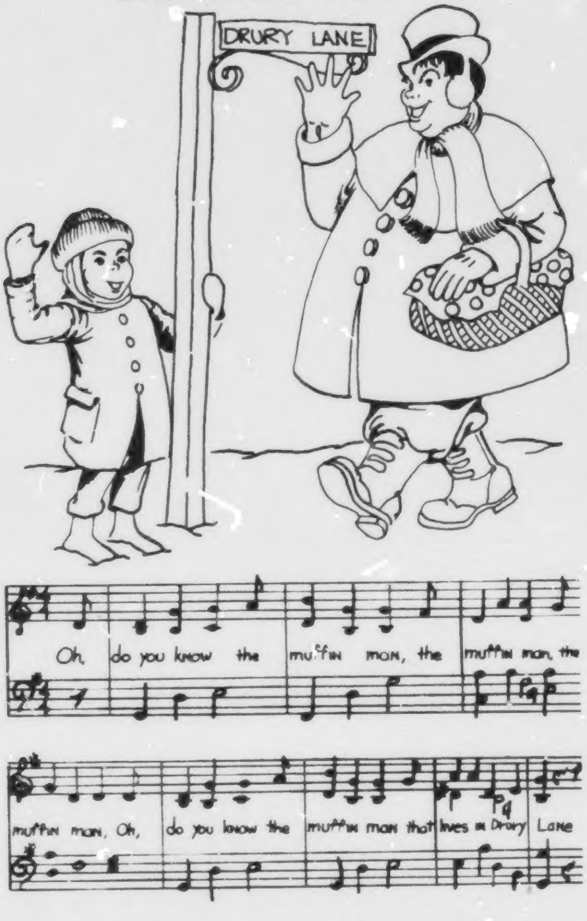
I'll be a machinist;
I'll grease the car.
I'll be a road mender

I'm dressed in overalls,
So I don't mind.
I'm ready for any job
I can find.

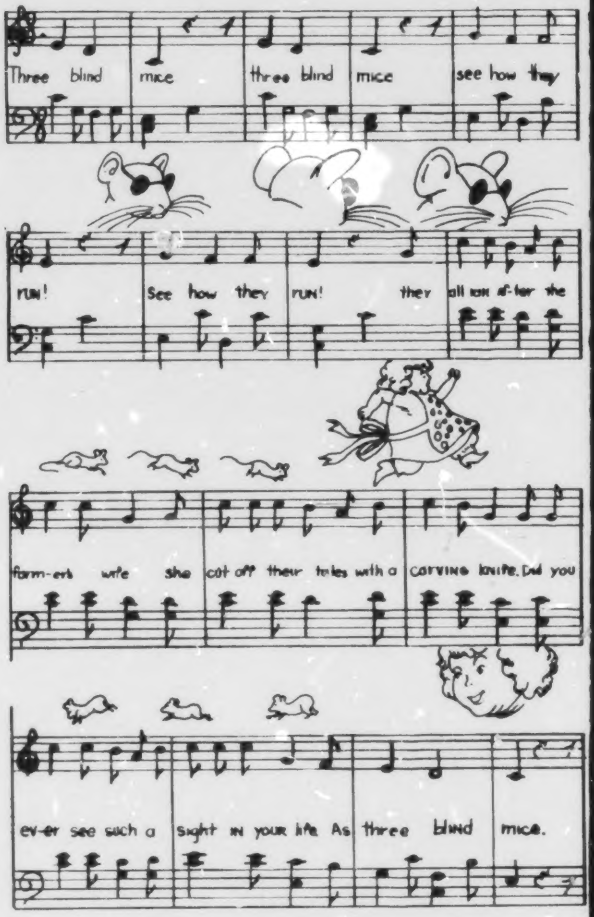
The Moving Van

The moving man, the moving man,
Here he comes in the great big van!
Slowly, slowly, down the road,
Hauling such a heavy load.
I wonder what there is inside,
Somebody's furniture talking a ride?
Somebody's bed and somebody's chair?
Somebody's table going somewhere?

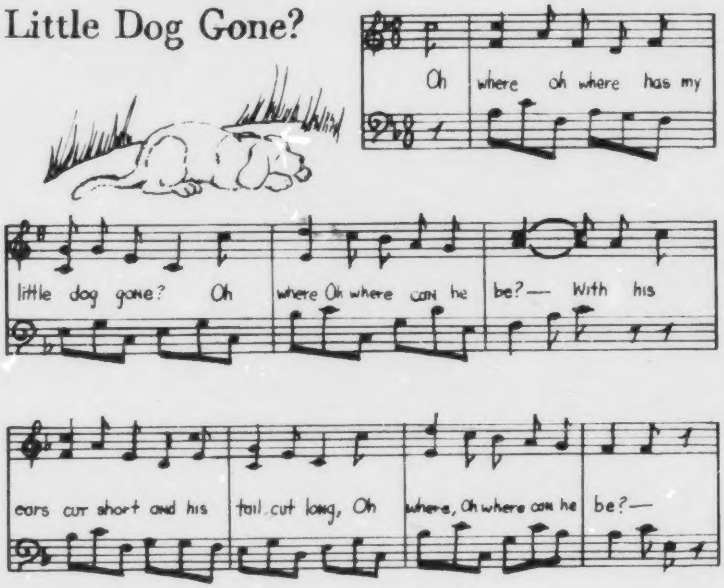
The Muffin Man


DRURY LANE
Oh, do you know the muffin man, the muffin man, the
muffin man, Oh, do you know the muffin man that lives in Drury Lane

Three Blind Mice


Three blind mice three blind mice see how they
run! See how they run! they all ran af-ter the
farm-ers wife she cut off their tales with a carving knife. Did you
ev-er see such a sight in your life As three blind mice.

Oh Where, Oh Where Has My Little Dog Gone?

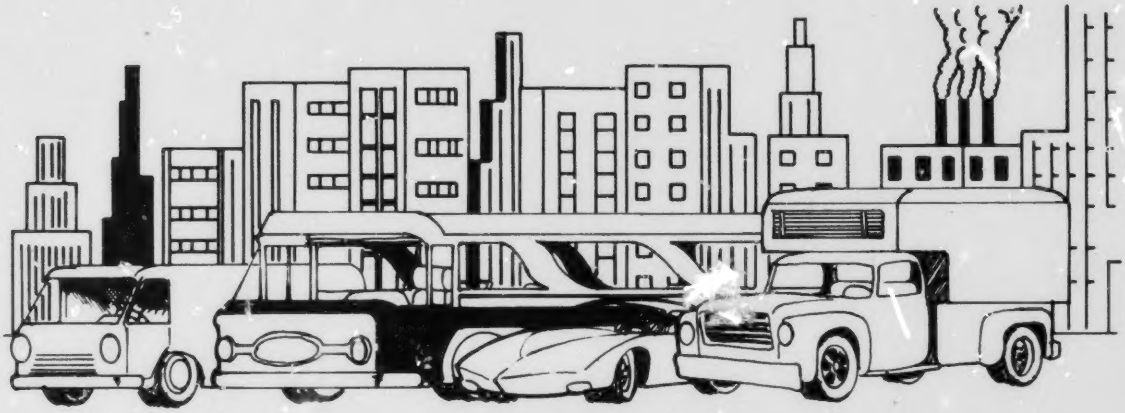

Oh where oh where has my
little dog gone? Oh where Oh where can he be?— With his
ears cut short and his tail cut long, Oh where, Oh where can he be?—

16. Allow pupils to tape their own conversations. (4)(5)(6)

17. Encourage boys and girls to practice using new words that they have learned. After the pupils have learned the meaning of the words, dictate sentences which they complete with the new words. (4)

18. Teach pupils new words which involve the use of pictures. Show pictures and ask them to identify what they see. Introduce a new word and have the boys and girls pronounce the word and point out the object in the picture. (4)

Show a picture of a city with several types of vehicles. The children will probably be able to identify the vehicles by name, such as car, truck, trailer, van, and bus. Then tell them that these are all classified as vehicles. Various pictures should be used for the same new word.



19. Pronounce a series of words with similar sounds. Ask children to select the word that is different. (5)

tale	tale	tell
send	sand	sand
fill	feel	feel
ten	ten	tin
sat	sat	set
pet	pet	pit
lesson	lesson	listen
ship	sheep	ship
check	check	chick
moose	mouse	moose
couch	coach	coach
fill	fell	fell

20. Ask the pupils to listen to the poem below. Have them select the word which does not belong. (5)

One Does Not Belong

"Coffee, milk, bread, and tea-
One doesn't belong. Which could it be?

Mothers, fathers, flowers, brothers-
Take one away but leave the others.

A rose, a dandelion, a daisy, a face-
One could never be put in a vase.

A tiger, lion, dog, or kangaroo-
Which one wouldn't you find in a zoo?

Candy, popcorn, peanuts, or meat-
Which is not considered a treat?

A fly, a bee, a cricket, a toad-
One doesn't belong on the insect road.

A fish, robin, crow, or parakeet-
Which one travels without any feet?

Carrots, potatoes, tomatoes, a hoe-
One of these will never grow.

Airplaine, scooter, train, or car-
Which one will not take you far?

A table, a dog, a lamp, a chair-
Take one out to make it fair."

21. Dictate a series of rhyming words. Have pupils select the word that does not rhyme. (4)(5)

we	let	he	me
man	ran	not	can
that	call	scat	cat
came	same	name	tell
go	so	hot	no
win	tin	in	fill
let	new	get	wet
dish	fire	wish	fish
dog	fan	can	tan

22. Pronounce a series of name words. Have the children select the word that does not belong. (5)

dog	tree	spider	snake
lion	tiger	zebra	flower
girl	man	cat	lady
bed	stove	blanket	chair
chair	orange	apple	peach
lettuce	beet	pear	celery

23. Read a paragraph or a story to the class. Omit the title. Children should listen carefully and be prepared to suggest an appropriate title. (5)

24. Read part of a paragraph or a story, stopping at a point of high interest. Have the children predict how they think the story will end. Complete the story and compare the author's ending with the predictions of the class. (1)(5)(6)

25. Read poems and sing songs that repeat the same beginning sound. Help children to become familiar with the sound and feel of beginnings of words. (4)(5)

A Little Putt-Putt

"Putt-Putt-Putt-Putt!" sang Putt-Putt happily. He turned to the right. He turned to the left. He went straight ahead. "Putt-Putt-Putt-Putt!"

"Putt-Putt was a little blue and yellow motorboat. Today he was taking the children for a picnic ride.

Putt-Putt liked to glide through the water as fast as he could go. As long as there was gasoline in the tank he was happy.

"Putt-Putt-Putt-Putt!" he hurried along.

"Putt-Putt" he stopped. What was the matter?

"Putt-Putt" he tried again but he could not go. He was stuck fast in the mud.

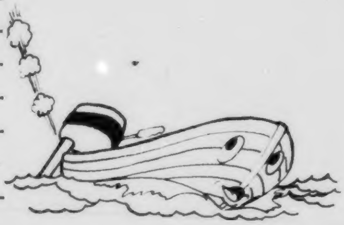
What could he do?

The picnickers stepped out into the shallow water. They pushed and they pushed. They pushed and they pushed until they had pushed Putt-Putt free.

"Putt-Putt-Putt-Putt!" Putt-Putt sang again as he merrily went on his way to the picnic. "Putt-Putt-Putt! Putt-Putt-Putt!"

Test for Recall

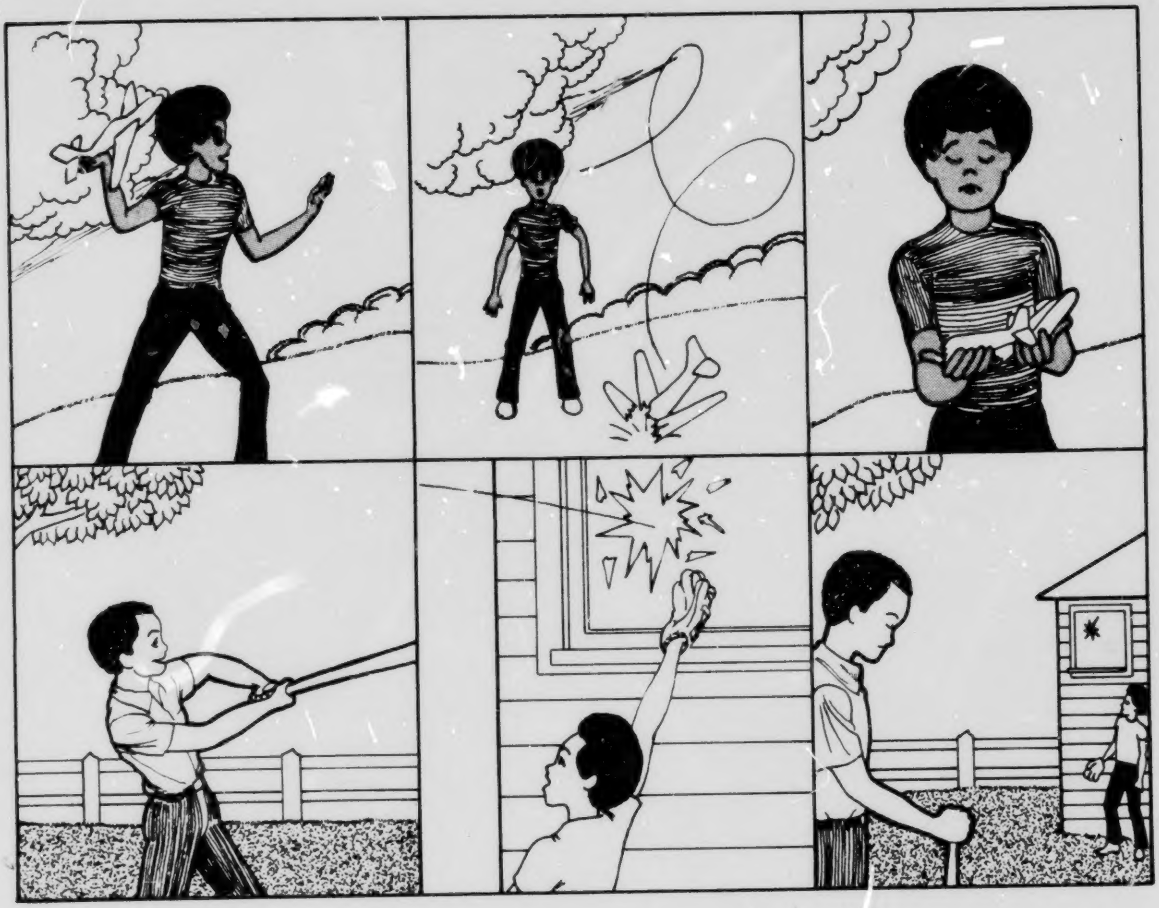
1) A happy little motorboat sang ____________
2) He was taking the children ____________
3) He hurried along ____________
4) He stopped ____________
5) He was stuck ____________
6) The picnickers ____________
7) They ____________
8) Then Putt-Putt went on ____________



26. Use classroom greetings in helping pupils to improve listening and speaking skills. Have the children say good-morning to another pupil and so on until every pupil has greeted a member of the class. (5)

27. Teach children to listen for the sequence of events. Read a story or play a record. The retelling of the events may be encouraged through the use of flannelboard materials or pictures mounted on chip or tag. The children may act out the sequence of events. (6)

28. Help pupils in developing a sequence of events. Have the pupils place pictures in a sequential order. (6)



29. Perform a short series of acts such as tapping on the desk, lifting a book, and then picking up a piece of paper. Call on the children to tell the nature and order of the acts performed. (6)

30. Discuss television programs. (7)

a. Work with the class to develop a list of interesting television programs.

b. Help pupils to select programs. Use the TV guide, newspaper, and magazine listing of programs.

c. Talk about proper viewing habits.

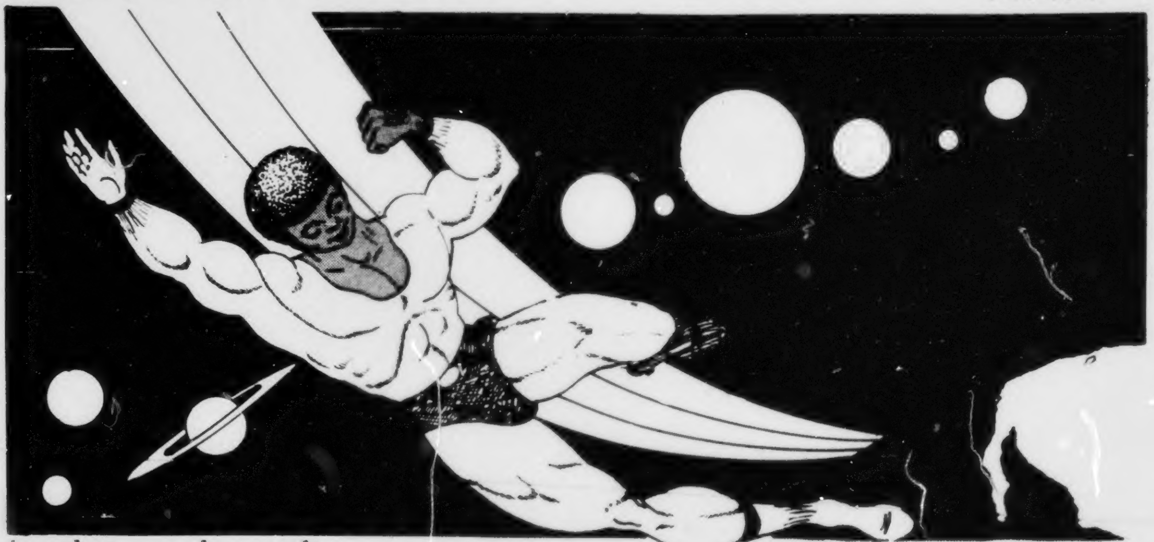
d. Conduct a class survey of programs viewed at home.

e. Ask questions, such as:
   1) Which kind of program do you like best--comedy, story, or music?
   2) Do you enjoy football on TV?
   3) Who is your favorite character on TV?
   4) What kind of program would you like to have on TV?
   5) Who selects the programs to be watched in your home?

31. Have the pupils use a listening center in the classroom equipped with earphones, recorder, and record player. Listen to stories, records, songs, poems, and directions. (1)(3)(4)(5)(6)(8)

32. Discuss good listening habits. Develop a chart with the class about good listening standards. (1)(8)

33. Teach children to distinguish fact from fantasy. Motivate the class, using a picture on the cover or a title page of a book. Ask the children if they think a story is true or make believe. (4)(5)(8)



Stories that may be used:

The Tale of Peter Rabbit
The Elves and the Shoemaker
Whittington and His Cat
Aesops Fables
My Friend Flicka

Hans Brinker
Robinson Crusoe
Homer Price
Abe Lincoln Grows Up
David Copperfield

REVIEW

What Have You Learned?

1. Raise your hand if you know what sound is being made.

a.	Pop	(Snap of a rubber band)
b.	Rub	(Rub two board together)
c.	Rip	(Tear paper)
d.	Sneeze	(Sneeze)
e.	Cough	(Cough)
f.	Slap	(Slap skin with bare hand)
g.	Ding	(Ring a bell)
h.	Bump	(Drop a spoon)
i.	Crack	(Break a stick)
j.	Pour	(Pour water)
k.	Puff	(Blow up a balloon)

2. Follow these directions.
   a. "Johnny, put your chair under the table."
   b. "Jean, put your chair under the table and go get your coat."
   c. "Bill, put your chair under the table, get your coat, and go stand in line."

3. Tell the meaning of the following words:
   a. Office
   b. Nurse
   c. Vehicle
   d. Rhyming word
   e. Van

4. Give a rhyming word to the following rhymes.
   a. I am thinking of a word that rhymes with mouse.
   b. I am thinking of a word that rhymes with spool.
   c. I am thinking of a word that rhymes with block.
   d. I am thinking of a word that rhymes with bag.

SPEAKING SKILLS

Learning Objectives

1. Be able to communicate thoughts and feelings.
2. Use the telephone properly.
3. Greet people and make introductions correctly.
4. Develop standards for speaking.
5. Develop awareness, understanding, and use of new words.
6. Be able to speak in complete sentences.

Suggested Learning Activities

1. Have a sharing period during which the children take turns in talking about school and out of school experiences, such as family events, pets, and favorite television programs. The teacher should direct the activity so that pupils tell their experiences in a logical and clear manner. (1)

2. Allow free time for pupils to engage in dramatic activities, storytelling, handling and dramatic interpretation of puppets, and choral speaking.

This type of activity encourages the use of oral communication, stimulates the use of expression in speech and develops vocabulary.

The number of children involved, and the length of the independent period should be set by the teacher. If the children "work up" a presentation for the class, the teacher should try to provide time for it.

Puppets may be teacher-made, school-purchased, brought from home, made by parents, or made by pupils. Any cardboard box may be easily fitted with curtains. Many parents are willing to make such theatres. These activities are most useful for stimulating spoken language skills. (1)(4)(5)(6)

3. Ask room helpers to explain the functions of their jobs to the new helpers in order to help them in communicating thoughts. (1)

4. Allow the pupils to discuss news items from the local newspaper or from television. (1)(4)(5)(6)

5. Have pupils explain an activity, such as (1)(4)(5)(6)
   - a. Tie a shoelace
   - b. Thread a needle
   - c. Zip up a coat

6. Encourage children to report something new that they have learned (1)(4)(5)(6)

7. Use sets of cards in helping pupils to learn their names, addresses, and telephone numbers. (1)(6)

Example: Prepare five sets of cards containing children's:

a. First names
b. Last names
c. House numbers
d. Street names
e. Telephone numbers

A card set should be made for each child in the room. It is better if a different colored card or a different colored lettering is used on each set. Card packs may be held together with rubber bands and stored either in a shoe box or cigar box, covered with adhesive paper, on a spare desk or shelf.

Children may work alone or in pairs with one or several packs of cards. Initially recognizing one's own first name is the goal. Eventually each child should be able to pick all five cards that belong to him.

For more advanced classes, the child may be required to copy onto paper the information on the cards he picks. Papers may be checked for accuracy.

8. Help children in gaining an understanding of our five senses. The following activity may be used. (1)(4)(5)(6)

a. Children are in a discussion situation.

b. Discuss with children the five senses and what each does.

c. One child goes to the front of the discussion circle and selects one from a box containing many objects.

d. He describes what his object is.

e. He tells which sense will tell him the object.

f. He tells why he thinks so.

g. Suggested objects are: apple, garlic, cotton, small bell, material of a certain color, tambourine, ball, jar of liquid soap, banana, or pencil.

9. Allow pupils to use the tape recorder for voice improvement. (1)(5)(6)

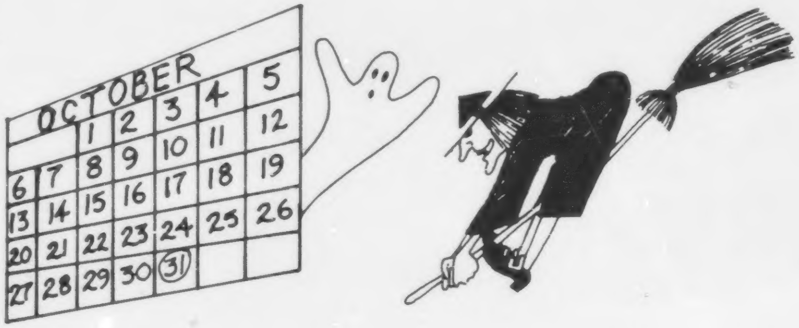
10. Have the pupils select a "Month Sheet" from the calendar box and tell something about that month, such as (1)(4)(5)(6)

a. Weather conditions

b. Famous birthdays

c. Holidays

d. School activities



11. Many poems lend themselves to action and feeling and may be dramatized after pupils listen and discuss them. Read aloud or tell a story as often as possible. Children's interests and reactions vary greatly so stories and verse should also vary, sometimes being light and amusing, sometimes suspenseful, sometimes serious, or even sad. (1)(5)(6)

Have the pupils dramatize the stories and poems such as the ones suggested below:

The Little Turtle

There was a little turtle,
He lived in a box,
He swam in a puddle,
He climbed on the rocks.

He snapped at a mosquito.
He snapped at a flea.
He snapped at a minnow.
He snapped at me.

He caught the mosquito.
He caught the flea.
He caught the minnow.
He didn't catch me.
Vachel Lindsay

Sunny Fun

What is fun?
Playing ball is fun.
I throw and catch and run.

What is fun?
Riding bikes is fun,
'Spec'ly if the race is won.

What is fun?
I think fishing's fun
Even if I catch but one.

What is fun?
Everything is fun
When I play out in the sun.
Anonymous

The Paper Boy

Up the street,
Down the street,
Racing here and there,
"Buy a paper,
Buy a paper,"
He calls from everywhere;
Always smiling,
Never frowns,
Always full of joy;
What a dandy
Jolly fellow
Is the paper boy.
Helen Kitchell Evan

Duck Tales

Teacher	Two white ducks lived in a park.
Children	Quack, quack, quack!
Teacher	They swam about from dawn 'til dark.
Children	Quack, quack, quack!
Teacher	They shook their tails, they gobbled snails,
	They flapped their wings like two big sails.
Children	Quack, quack, quack!

Teacher	Six baby ducks arrived one day.
Children	Peep, peep, peep!
Teacher	They learned to swim without delay.
Children	Peep, peep, peep!
Teacher	They dived for roots, wore rubber boots,
	And preened their pretty yellow suits.
Children	Peep, peep, peep!

Teacher	Now eight big ducks float on the lake.
Children	Quack, quack, quack!
Teacher	And such a busy noise they make.
Children	Quack, quack, quack!
Teacher	Away they go, white as snow,
	Paddling swiftly to and fro.
Children	Quack, quack, quack!

Elsie M. Davis

The Two Frogs

1st Group	Two frogs fell into a milk-pail deep,
2nd Group	Croak, croak, croak!
1st Group	And one poor frog did nothing but weep,
2nd Group	Croak, croak, croak!
1st Group	He sank to the bottom as heavy as lead,
2nd Group	Croak, croak, croak!
1st Group	And there is the morning they found him dead,
2nd Group	Croak, croak, croak!
1st Group	The other frog shouted, "I'll have a good try,"
2nd Group	Croak, croak, croak!
1st Group	"The pail may be deep, but I don't wish to die."
2nd Group	Croak, croak, croak!
1st Group	He churned up the milk with his legs fore and hind,
2nd Group	Croak, croak, croak!
1st Group	There's nothing like having a masterful mind,
2nd Group	Croak, croak, croak!
1st Group	For when the next morning this froggy was found,
2nd Group	Croak, croak, croak!
1st Group	On a pat of fresh butter he floated around
2nd Group	Croak, croak, croak!

12. Read to the class Finger Plays. Allow pupils to react to the plays. Finger Plays teach oral communication and body awareness. (1)(4)(5)(6)

For Baby

Here's a ball for baby, big and soft and round.	(Make ball with hands.)
Here's the baby's hammer. Oh how he can pound!	(Pound fists together.)
Here's the baby's music, clapping, clapping so.	(Clap with hands.)
Here's the baby's soldiers, standing in a row.	(Fingers held up.)
Here's the baby's trumpet, Toot a Toot a Toot.	(Pretend playing a trumpet.)
Here's the way that baby plays at Peek-a-Boo.	(Peek with the hands placed over the eyes.)
Here's a big umbrella, keep the baby dry.	(Put the palm of the left hand over index finger of other hand, hold over head like an umbrella.)
Here's the baby's cradle, Rock-a-baby-bye.	(Pretend rocking baby in arms

---

Lion Hunt

(Repeat everything after teacher)	
Do you want to go on a lion hunt?	(Answer yes-than clap hands on knees for sound of walking.)
Swim the lake?	
Through the tall grass	(Peer through fingers.)
Across the bridge	(Fists on chest)
Through the sand	(Swish hands together.)
Jump over the stream.	
Climb a tree.	(Shade eyes and look.)
Come to the den.	
"Are you afraid?"	
"I am!"	
"Let's go home."	
Go home fast, doing in reverse what you did, exactly..	
When, we're home!" - "Do you want to go on another lion hunt?"	
We don't.	

13. Have pupils serve as host and hostess for special classroom events such as Open House, Christmas party, and May Day Dance Festival. Pupils may discuss and practice ways in which they can talk effectively with visitors to the classroom. (1)(4)(6)

14. Give pupils opportunities to deliver messages orally to teachers, custodians, nurse, principal, or another pupil. (1)(5)(6)

15. Give the pupils opportunities to make announcements in the classroom or at the weekly assembly. (1)(4)(5)(6)

16. Have the pupils select an item from the Community Helper's Chest, such as a toy policeman's badge, a milk bottle cap, a comb, a letter in the envelope, and a toy fireman's badge. The pupil will name the community helper and describe the work he does. (1)(4)(5)(6)

17. Involve the pupils in conversation through the use of role playing. Dolls may be used. (1)(4)(5)(6)

The suggested procedures:

a. Children are in a discussion situation.

b. Teacher says: Let's pretend that you are home playing with your doll and a friend comes to play with you. What are some of the things that you may talk about

c. Children respond with ideas.

d. Teacher says: That sounds like fun--let's pretend that we're at your house and you're talking about your dolls. Here are two dolls--who would like to play this with us?

e. Two children volunteer and act out a conversation.

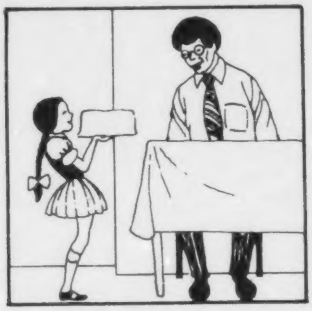
f. Class evaluates by discussing if the children looked at each other, if they used loud enough voices, and so on.

18. Select a picture from the picture file. Ask the class to tell what the picture says to them. Let the pupils express feelings about the picture. (1)(4)(5)(6)

Show a picture of a girl taking a piece of cake to her father.

Children are in a discussion situation. Ask questions about the picture and allow children to respond. Suggested questions:

1) What do you think is happening in this picture?
2) Why do you think the girl made the cake?
3) How do you think she feels as she carries the cake?
4) How do you think her father feels?
5) How do you think she will feel if she drops the cake?
6) How do you think the father will feel if she drops it?
7) What do you think her father will say?



19. Discuss the need for learning to ask questions. Point out that asking questions is one way to finding information we need. Talk about some things we need to know and how we would ask questions to find out about them. Questions should be kept simple and should relate directly to boys' and girls' interest or to information which is of importance to them. (1)(5)(6)

a. Pictures may be used sometimes to stimulate pupils to learn to ask discriminating questions.

b. Pupils may be asked to enumerate objects within a picture.

20. Make use of the socio-drama to show acceptable conduct in the classroom, hallway, cafeteria, bus, and playground. Pupils should speak from personal experiences. (1)(5)(6

21. Have the pupils construct a classroom TV set. This set may be used by the pupils to dramatize their own TV shows, re-enact their favorite programs, or make pictures and narrate a show. A TV set made from a cardboard box, using film plastic for a screen and buttons for knobs is a useful device for this purpose. (1)(5)(6

a. The boys and girls may use the television shell for various spoken language activities. The dramatic interpretation helps their voice range, vocabulary development, speech-grammatical patterns, understanding of word meaning, and methods for presenting ideas.

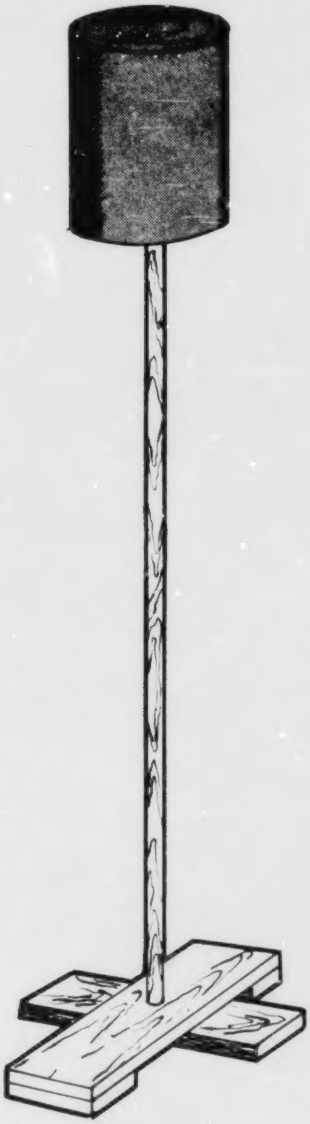
b. Televised programs for sharing or presenting news are another use for the TV shell. The pupil who is presenting stands in back of the screen. The teacher may appoint a pupil to turn on and off the set and adjust the volume when necessary.

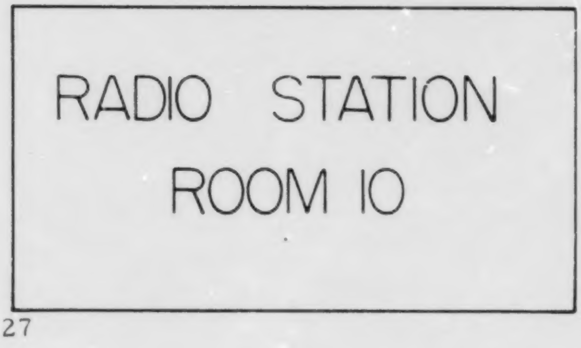
22. Have the class discuss situations which require pupils to say thank you or I'm sorry. (1)(5)(6)

23. Have pupils role play. They may pretend to be a television or radio commentator. Let them tell about one current event (1)(5)(6)

a. A tin can microphone can be a very useful device for helping children overcome self-consciousness in verbal communication. A room radio station can be set up, and stories, fairy tales, and everyday home situations may be dramatized.

b. Simple props such as an apron and a necktie may be used to stimulate speech. Letting the children use the microphone in free-play situations as well as during evaluated dramatic play lessons will help them develop confidence in speaking before a group.





24. Encourage speech through the discussion of familiar items. Discuss uses for such things as : (1)(6)

Tie Umbrella Magazine Waste basket Tire Book Newspaper

25. Plan a birthday party with the children. Select someone for whom they would like to do something special and different. Discuss plans. (1)(6)

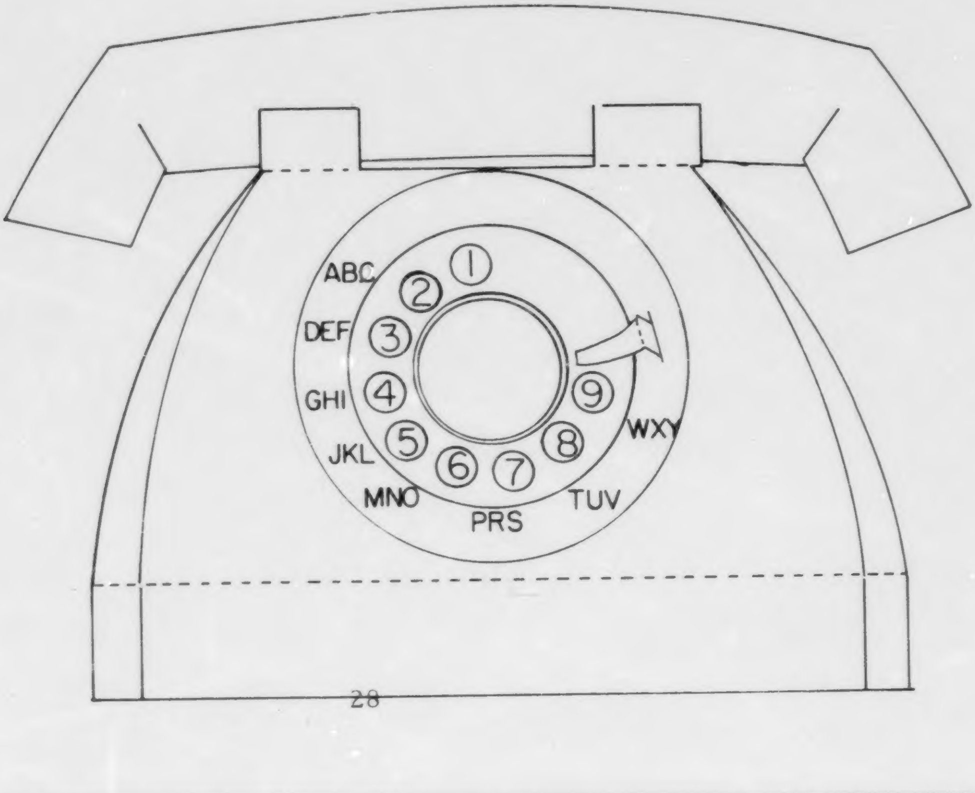
26. Have children discuss how to use the telephone. Contact the telephone company for the use of the tele-trainer. (2)(4)(5)(6)

a. Have pupils use a toy telephone, a real telephone or a tele-trainer, to learn how to answer a telephone. Point out such things as how to hold the receiver, how to answer the person calling; when to hang up; and how to listen carefully to what the caller is saying. Use real situations to give children practice in answering the telephone.

b. Construct paper telephone dials. Telephones may be reproduced on heavy paper from the pattern which appears on this page. It may be used in both learning how to use the telephone and in learning telephone numbers. Have children practice the proper way to dial a telephone.

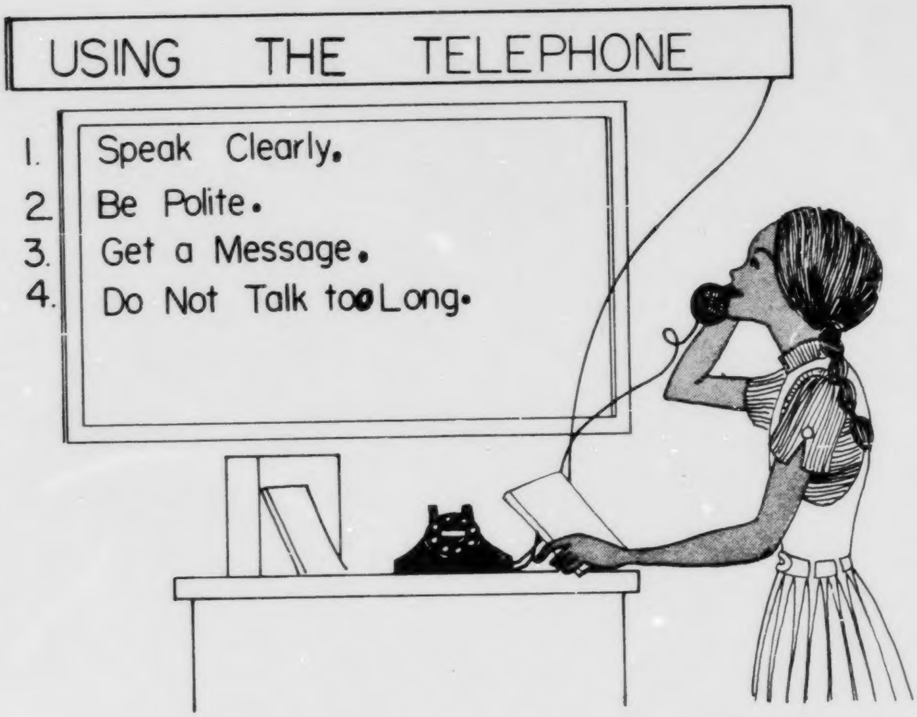
c. Point out that a push button telephone is now in use in money homes.

d. Begin to use the telephone directory. Have pupils locate particular people in the directory and cite their telephone numbers.



e. Develop a bulletin board concerning the standards for the use of the telephone.

f. Allow the class to develop a list of telephone rules or standards.


USING THE TELEPHONE
1. Speak Clearly.
2. Be Polite.
3. Get a Message.
4. Do Not Talk too Long.

27. Provide opportunities for children to introduce themselves to the teacher, visitors, and new children. Introductions should consist of a simple "Hello" or "How do you do?" and the full name of the pupil. Demonstrate the proper way to make introductions. (3)

28. Encourage pupils to answer greetings properly. (3)(6)

Suggested procedures:

a. Children are in a group situation.

b. Teacher greets each child.

c. Child answers teacher in a complete sentence.

Suggested greetings:

Good morning, Martha King.	Good morning, Mr. Rader.
Where is Alex Young?	Here I am, Miss Eguchi.
What's the boy's name with the green shirt?	My name is Danny Gutierrez

29. Help pupils to develop a chart of standards for speaking. (4)(5)(6)

a. Discuss some of the rules pupils should follow when speaking before the class.

A Good Speaker

1) Knows what he wants to say.
2) Speaks so that everyone can hear.
3) Speaks so that everyone will want to listen.
4) Speaks slowly and smoothly enough so that the class can understand.
5) Speaks in a pleasant voice.
6) Looks at the listeners as he speaks.
7) Stays on the topic.
8) Uses gestures when necessary.
9) Uses complete sentences.

b. Talk about the importance of being a good listener.

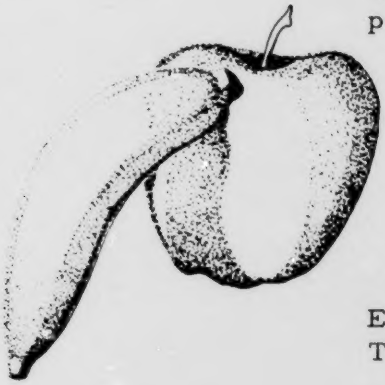
30. BATTER UP (5)

Divide the class into teams for a game of baseball. On the board draw a baseball diamond with bases called chair, chain, child, cheese or other words to be practiced. Pupils try to make a home run by saying the words clearly at each base. If the pupil gets stranded on a base, the next one on his team may bring him in. Each completed run gets a score. The words for the bases should b be changed after each completed run.

31. Play the parrot game to reinforce pronunciation. Ask the pupils to pretend to be parrots. The children say the words exactly the way the teacher prononced them. Each pupil may be challenged by the group, if the group thinks that the pupil is not a good parrot. (5)

32. Teach the class to place words into categories. (5)

Suggested procedures: Children are in a discussion situation.
Teacher and children discuss pictures, keeping these points in mind:
  Can you think of any words which tell us how the fruit looks?
  Can you think of any words which tell us how the fruit feels?
  Can you think of any words which tell us how the fruit smells?
  Can you think of any words which tell us how the fruit tastes?
Each of the categories is done separately.
Teacher lists the words on the chalkboard.



33. Have pupils describe a tree to build speaking skills. (5)

Materials needed: Bonsai tree
Book: Stories in Trees by Mary Curtis

Suggested procudures:
Children are in a discussion situation.
Teacher shares book with children.
Teacher shares tree with children--they touch it and smell it.
Teacher says: If you met a child from another country where there are very few trees; or you met a child who is blind and has never seen a tree, and you want him to picture a tree in his mind, what would you say?
Teacher elicits following questions which will help children to describe a tree:
  What could you say about the tree?
  What is the shape of the tree, of the branches, of the leaves?
  What is the color of the bark, the leaves?
  What does the bark look like, feel like?
  What are the sizes of other trees?
Children respond to questions and describe a tree.

34. Have the pupils practice responding to oral directions. (5)(6)

a. All children whose names begin with a letter like father may get in line.

b. If your name begins with L, you may work at the Library Table.

c. All people whose names begin with D, may work at the Science Center.

d. If your name starts with an A, you may get ready for lunch.

35. Help pupils to understand difficult words and to use the same words with understanding. (5)(6)

Suggested procedures:

a. Each Friday, a secret word is placed on the board.

b. Children learn to pronounce the word.

c. Children learn the meaning of the word.

d. The teacher writes a secret word on the class business board.

e. Children are told to use the word as much as they want to.

f. On the next Friday, the children discuss the word again.

g. Children are encouraged to tell how they used the word and some of their reactions to the word.

h. A new secret word is given each week.

36. Show pictures to encourage pupils to observe more carefully. Use an opaque projector to flash a picture on a screen. Have pupils view the picture for a short period of time, and tell what they can remember about the picture. (5)(6)

37. Read stories to the class. Ask questions about the content of the story. (5)(6)

38. Cite a problem to the class. Ask pupils what they would do to solve the problem. (5)(6)

39. Read the following paragraph. Have pupils listen for the use of sense words. They should identify the sense words and name the sense to which each appeals. (5)

> It was a beautiful, sunny fall day with a smoky haze in the air. The leaves of the trees were still green in some places. But already some leaves were turning yellow and red and brown. People were burning dead leaves. The wood smoke rose in the still air. A soft breeze was blowing milkweed seeds across the fields. The white down was soft and fuzzy. All was quiet, except for a few birds chirping on the fences.

Sight	Smell	Touch	Hearing
sunny	smoky	soft	quiet
haze	wood smoke	fuzzy	still
green		down	chirping
red			
yellow			
brown			
white			

40. Provide opportunities for children to increase their vocabulary through guessing games. Obtain a colorful box. Some object or toy which would be of interest to the class is placed inside. The children guess what is in the box. Clues may be given to guide them. Guesses may be written on the chalkboard. After the correct response is included in the guesses, the object is exposed. The child who guessed the object circles the word on the board. The child tells about the object, shows how to use it, makes up a story about it, or demonstrates its uses. Other children may make up a new story, illustrate a story about the object, or retell the same story while the teacher writes it on a chart or on the chalkboard. (5)(6)

41. Provide opportunities for pupils to dramatize imaginary situations as being a teacher, or a postman, or a policeman. (5)(6)

42. Develop plans for a particular school day. (6)

Suggested procedures:

a. Children are in a discussion situation.

b. Teacher asks the following kinds of questions:
(Children are expected to answer in complete sentences.)
Who has art work to finish?
Who would like to have a turn at building with blocks?
How many are waiting for a chance to paint a picture at the easel?
Bill, what is your group going to do today?
What do we need to do for the rabbits today?
Where can we get the food?
When will be a good time to go get it?
Can you think of something you might do when you finish your work?
At the end of the day, ask children what they learned that was new to them.

43. Have the pupils participate in choral speaking. The teacher has many opportunities to encourage individuals and small groups of children to speak in complete sentences. Examples: (5)(6)

Christmas Is Coming

1st Group — Ears can tell you, "Christmas Day
Can't be very far away;
Hear the tissue paper rustle,
Hear the hurry and the bustle!"

2nd Group — Eyes can add, "Would you believe?
See--it's almost Christmas Eve;
Trees and garlands all about
Shiny trimmings lifted out!"

3rd Group — Nose can hint, "It's nearly here--
That best day of all the year--
Sniff the kitchen's spicy smell!"
Ears and eyes and nose can tell!

Dorothy Brown Thompson

Pedro

All — Pedro is a Mexican,
1st Voice — His hair is black;
2nd Voice — His face is tan.
3rd Voice — His eyes are very dark and bright;
4th Voice — His smile is wide;
5th Voice — His teeth are white.
6th Voice — He wears a sash of black and red;
7th Voice — A big straw hat on his head.

8th Voice — Upon a burro, loaded down
He carries wood to sell in town.

All — Pedro, with his face of tan
Is a jolly little man.

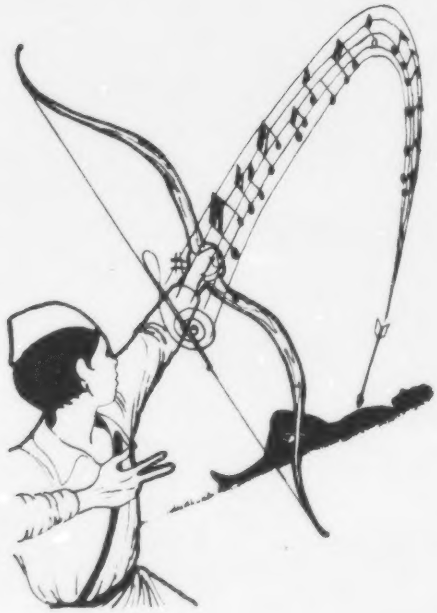
Nona Keen Duffy

Flag

(Unison)
My country is America
Its flag--red, white, and blue.
And so to show I love them both.
I will be brave and true.

When my country's flag I see,
It always seems to say to me,
"Be brave and kind
As you can be."

Johnson



The Arrow and The Song

I shot an arrow into the air
It fell to earth, I knew not where;
For, so swiftly it flew, the sight
Could not follow it in its flight.

I breathed a song into the air,
It fell to earth, I knew not where;
For who has sight so keen and strong,
That it can follow the flight of song?

Long, long afterward, in an oak
I found the arrow, still unbroke;

And the song from beginning to end,
I found again in the heart of a friend.
Henry Wadsworth Longfellow

The Wind

I love the wind.
It makes me run.
I think that it
Is lots of fun.

It pushes me
Right down the street,
As if I had skates
On my feet.

It blows my hat
Right off my head,
And makes my cheeks
And nose get red.

It teases me
And says, "whoo-oo."
I think the wind
Is fun, don't you?
Marian Kennedy

REVIEW

What Have You Learned?

1. How much do you know about yourself?

   What is your full name, address, and telephone number?

2. Name some things you would do when using the telephone?

3. Introduce the teacher to one of your classmates.

4. Introduce a friend to your Mother and Father.

5. Listen to the following paragraph. Identify the sense words and name the sense to which each appeals.

   It was a beautiful, sunny fall day with a smoky haze in the air. The leaves of the trees were still green in some places. But already some leaves were turning yellow and red and brown. People were burning dead leaves. The wood-smoke rose in the still air. A soft breeze was blowing milkweed seeds across the fields. The white down was soft and fuzzy. All was quiet, except for a few birds chirping on the fences.

   Sight   Smell   Touch   Hearing

6. Pupil's Evaluation of oral expression. Answer yes or no.

   AM I:

   Maintaining good posture ? ______
   Using a pleasing voice which can be heard easily? ______
   Pronouncing my words carefully? ______
   Using correct grammar? ______
   Expressing my ideas in clear and complete sentences? ______
   Expressing my ideas in logical sequence? ______
   Using the best words to express my ideas? ______
   Accepting constructive criticism and trying to improve my weaknesses? ______
   Being a thoughtful and courteous listener? ______

DEVELOPING WRITTEN LANGUAGE SKILLS

READINESS
VOCABULARY BUILDING
SENTENCES
CAPITALS
PUNCTUATION
ABBREVIATIONS
PARAGRAPHS
ORGANIZATION

WRITTEN LANGUAGE

Point of View

Educable mentally retarded children's ability to use written language will grow out of and be limited by their facility in speaking. They first must be able to say what they wish to write. If the writing of educable mentally retarded pupils is to be effective, it must be meaningful. Any writing done by retarded boys and girls should be of a practical nature and viewed as significant by them. Retarded children should be given many experiences with the things they need to talk and write about. Written language is an extension of oral language. Much emphasis should be placed on interrelating oral and written communication.

Too much direct emphasis on grammatical structure and other technical aspects of writing should not constitute a large segment of the retarded children's program. Teachers will do well to concentrate only on the fundamental elements of simple sentences, basic grammatical form, and elementary punctuation. Proper methods of writing letters, notes, invitations, and filling in business and other blank forms should be taught since these forms of written expression will constitute most of their daily needs for written communication.

Mentally retarded children will profit in their acquisition of skills in written expression by being exposed to a good model--the teacher. To the best of our ability, the retarded must be provided with enough facility in written language to cope with the minimum demands they will meet as an adult.

READINESS

Learning Objectives

1. Observe and be aware of written language.
2. Dictate experiences.
3. Use the alphabet.
4. Begin to write.

Suggested Learning Activities

1. Make charts of children's stories and experiences. A first experience chart may be a one-line sentence with an illustration composed of contributions from every child.

   The leaves are falling.

   Later, charts may have titles, two, three, or four sentences, and a drawing by one child as an illustration. There may be a sequence of such charts recording a series of related activities over a period of days.

   Our Trip to the Park

   We went to the park.
   We saw some birds
   and a squirrel.
   He was eating nuts.

   Timmie

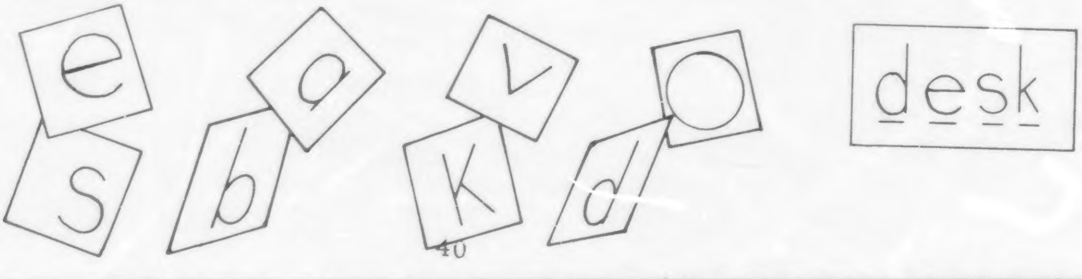
   Timmie is our Turtle.
   He lives by the stove.
   We bring him things
   to eat.

   Have the pupils observe the charts noting the capitals, periods, and sentences. (1)(2)

2. Talk about labels and what they tell us. Label things in the room, such as book, shelf, desk, door, window, table, and wastebasket. (1)

3. Use telling labels or question labels to indicate a science-table exhibit or a social studies center. (1)

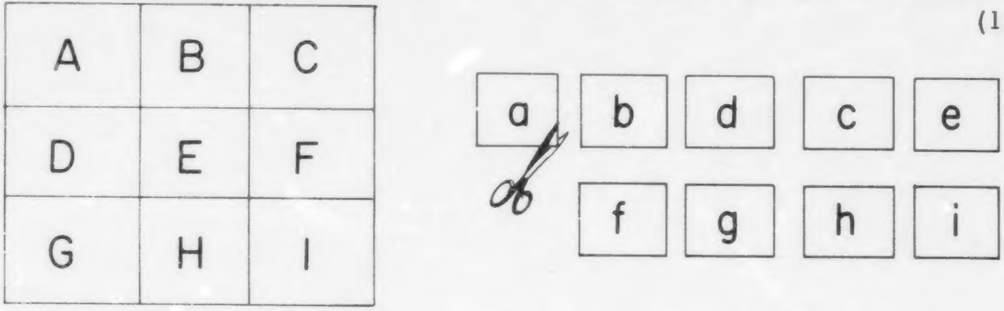
4. Make a set of alphabet cards for each child with each card containing an individual letter in manuscript. Let him use the cards to put them together to form the words which he sees on the labels around the room. The teacher may use flannelboard and letters to show how words are made. (1)(3)



5. Help children to understand that writing tells stories. When reading stories, poems, or riddles to the boys and girls, stop and show them the pictures and the print. Explain to them that the print tells what the pictures are about. (1)

6. Explain to the children the importance of taking written messages and notices home. Boys and girls should know that messages will tell their parents something. (1)

7. Play a matching game with letter cards. Print capital letters in manuscript in squares on the card. Have separate cards with the lower case letters printed on them. Match the corresponding letters by playing a game similar to Bingo. (1)



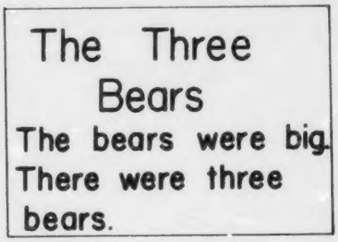
8. Discuss the meanings of capital letters and periods. Point out that sentences and certain names begin with capital letters. Show that some sentences end with periods. Use a red crayon for printing beginning capital letters and periods on experience charts and worksheets. Allow the pupils to point to the capital letters and periods on the chart and tell what they mean. (1)

9. Have the children make a scrapbook of pictures of familiar objects. The objects may be cut from newspapers or magazines. The teacher should print each child's name on the front of the scrapbook. The scrapbooks may be displayed in the room. Demonstrate the importance of marking belongings with names by having each boy and girl go to the table and select his own scrapbook to show to the class. After the children have learned to identify their own scrapbooks, the activity may be expanded by having them select a classmate's book. (1)

Teacher: Joyce, go to the table and get Victor's book. His name begins with the letter V.

Alex, go to the table and get Andy's book. His name begins with the same letter as yours.

10. Tell a story to the class, such as The Three Bears. With the help of the class, retell the story using flannel cut outs. The next day ask a child to present the story to the class in his own words. Write the story on a chart. Have the children observe as you begin the sentences with capitals and end the sentences with periods. (1)



The Three Bears

The bears were big.
There were three bears.

11. Play a game called Who's Next? The teacher makes a list of several activities for children to do, such as sing a song, make a funny face, hop three times, clap loud and soft, or say a poem. Children's names are written on separate blanks of paper, folded, and put into a box. The teacher calls on one pupil to draw a name from the box of the one who does the first activity. The child reads a name and the pupil whose name is called does the first activity on the list. After the pupil has completed the activity, he draws the next name. The game continues until all names have been drawn. If the child who is drawing cannot recognize the name, he should be permitted to ask for help from the class. (1)

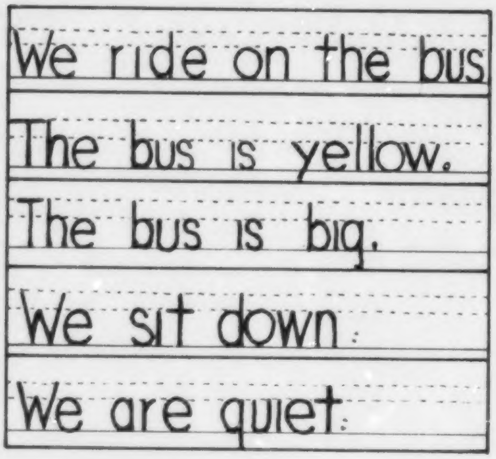
12. Assist the children to observe things around them. Some children seem to notice everything. If a teacher wears a new dress or sweater, certain children are the first to mention it. If you ask the girls, "What color dress did Venetta wear to school yesterday?" Some will remember the dress very well, others will not.

Ask the children the following questions. The questions may be written on the board or on a chart.

What color is our room painted?
What color house do you live in?
How many windows are in your bedroom?
How many tables do we have in the room?
What color dress is Mary wearing?
Does the sink need cleaning?

Have the children answer the questions in complete sentences. Write the sentences on the board, chart, or on an easel. (1)

13. Have the children dictate an experience. Write the experience on a chart. Make sentence strips and match them with the chart. The children can put the strips in the same sequence as the chart. To carry the activity further, the strips may be cut into words and the children may try to arrange the words in order to make a sentence. (1)(2)



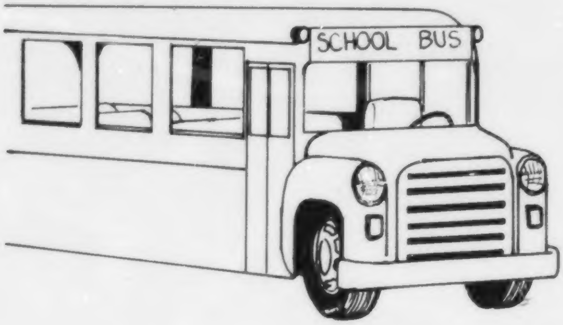
We ride on the bus

The bus is yellow.

The bus is big.

We sit down.

We are quiet.



14. Give pupils the opportunity to compose short experience chart stories about daily activities or special events. The children should contribute ideas based on actual experiences. The teacher will record the stories, read, and review them with the class. Parties, pets, weather, and trips are some of the topics that may be used. Children may illustrate the stories. This will help them to see that words tell about pictures, and pictures help us to know what words say. Experience stories of several simple sentences may be cut apart after the class has become familiar with them and they can practice putting the sentences in the proper order. (1)(2)(3)

Our Pet

We have a pet

We give him food.

We give him a home.

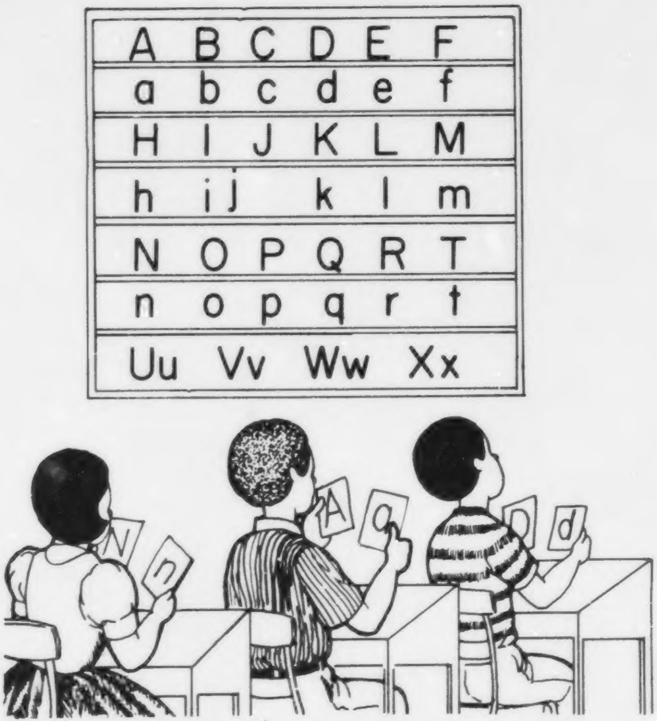
We take care of him.

He will grow.

15. Provide opportunities for pupils to learn letters of the alphabet. Have an alphabet line on display in the classroom. Tell the children the names of the letters. Many activities can be developed to help children to learn the names of the letters such as pointing to the letter and having the pupils call its name; having the pupils take a pointer and point to the letter called by the teacher; writing a letter on the blackboard and having pupils identify it and point to it on the alphabet line. (3)

16. Ask the pupils to utilize the chart rack to arrange a set of 26 upper or lower case alphabet cards. Given the 26 alphabet letters the children should be able to arrange the letters in correct left-to-right sequence on the chart rack. The teacher or another child may check each attempt made by the children. (3)

As pupils are able, the teacher may increase expentancy by requiring the pupil to correctly name each letter, to produce the letter sound, or sort both upper and lower case letters. (3)


A B C D E F
a b c d e f
H I J K L M
h i j k l m
N O P Q R T
n o p q r t
Uu Vv Ww Xx
N
n
A
a
D
d

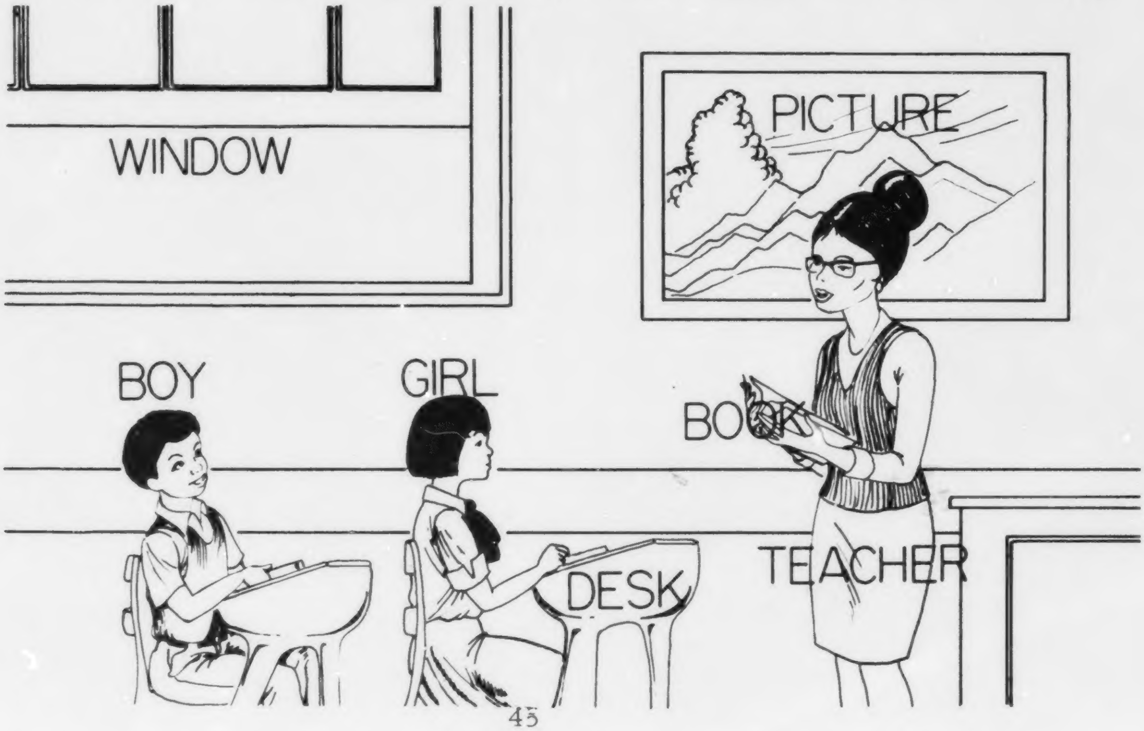
17. Teach children to identify personal information. Make a large tagboard chart containing information about classroom pupils. Children can pick out their own names, the telephone numbers, and addresses. (4)

Have pupils use the large chart in many ways.

- a. Information may be picked out by each child.
- b. Oral spelling of one's name may be practiced.
- c. Write one's name by copying from the chart.
- d. Write names and telephone numbers of friends from the chart.
- e. Coordinate use of the chart in teaching the use of the telephone and telephone courtesies.

18. Instruct the pupils to write their names on class papers. Leave a space for the child's name on all class papers. Explain to the boys and girls that it is important to have names on the papers so that the teacher will be able to tell whose work it is. The teacher should add that work on display on the bulletin boards must have names so that visitors will be able to tell who did the work. (4)

19. Have pupils learn to write captions and labels for items in the room, bulletin boards, science experiments, musical instruments, collections, art work, books, containers for work materials, and articles used in dramatic play. (4)



20. Give the children in the classroom an opportunity to write their names on the blackboard to signify that they have successfully completed certain tasks, such as cleaning out their desks, sharpening a pencil, and washing their hands before going to lunch. (4)

21. Provide typed duplicated notes or announcements of school activities. Duplicated material should have space provided for each pupil to sign his name. Ask the pupils to sign invitations and thank you notes. (4)

22. Have the children make a booklet entitled, "All About Me." (4)

All About Me

Procedure: Children tell answers to questions and the teacher writes the answers on the board. The children copy the information.

Page 1 of the booklet:

My name is ______________________.
(Ask the child his name; write it on the board, and he copies it on the first page.)

Then the child draws a picture of himself.

Page 2 of the booklet:

I live at ______________________________.
(Ask for the pupil's street address; write the address on the board, and the pupil copies the address on the second page.)

Then on the page he draws a picture of his house.

Page 3 of the booklet:

My telephone number is ____________________.
(Ask the pupil for his telephone number; write the number on the board, and the pupil copies the number on the third page.)

Then the pupil may draw a picture of a telehone and place his number on the dial.

More pages can be added by answering the following questions:

a. What is your father's name?

b. What is your mother's name?

c. How many brothers do you have?

d. How many sisters do you have?

e. Can you trace your right hand?

f. When is your birthday?

g. How old are you?

Each page may have an illustration pertaining to the topic for that page.

23. Ask the pupils their address and/or telephone number. This will help the pupils remember the information. Have children practice signing names to not only class papers, but to letters, and autograph books. (4)

24. Allow each boy and girl to write his name in the proper space on a classroom calendar to show the day of his birthday. (4)

REVIEW

What Have You Learned?

1. Use your alphabet cards to do the following exercises.
    a. Match the capital letters with the small letters:

A	d
B	a
C	b
D	c

    b. Arrange the letters of alphabet in alphabetical order.

    c. Put letters together to make these words: desk, book, door, sink.

    d. Show the teacher the letter: G, F, Z, J, K.

2. Go to the table and select your scrapbook.

3. Go to the chart rack and look at the story "Our Pet."
    a. Point to the capital letter.
    b. Point to the period.

4. Go to the chart and locate your:
    a. Name
    b. Address
    c. Telephone number

5. Write a label for the science center.

6. Write your name on your paper.

VOCABULARY BUILDING

Learning Objectives

1. Become familiar with words that name, show action, and describe.
2. Use name, action, and descriptive words in written language activities.

Suggested Learning Activities

1. Have the pupils make simple word dictionaries. Pupils may draw or cut pictures from magazines to illustrate the words. Teacher should print in manuscript the names of objects in the pictures, leaving a line for the pupils to copy the word when they are able to do so. The pupils may use the dictionaries for reference when they need to know how to spell and write a word. (1)(2)

2. Allow children to play with, manipulate, invent, and enhance understanding of words from early school experiences as a base for creative writing. Have the children create a group poem as described in the procedure below: (1)

   a. Desks are cleared.

   b. Give the topic and do all of the writing on the board.

   c. The words and ideas come from the children.

   d. Accept and list on the board all offerings of sentences, of fragments, and encourage descriptive words.

   e. Choose the lead words from the list and the children will contribute rhyming words to be written on the board.

   f. It may be necessary to suggest a phrase to begin the poem and repeat the lines aloud while writing them in order to hold the children's attention and interest.

   g. Complete the poem while interest is high.

   h. Type a copy for all the children.

3. Have the pupils keep individual lists of new words discovered during the week. Encourage class involvement with animals or class pet for vocabulary building. (1)(2)

4. Talk about an animal. Allow the children to gather around the class pet. Let children observe the pet and discuss the animal in regard to: (1)(2)

   a. Size

   b. Shape

   c. Texture of body

   d. Color

   e. Locomotion

   f. Food habits

5. Ask the children to locate, list, or underline rhyming words in a poem or jingle. (1)
   Examples:

The Song of the Pop-Corn

"Pop-pop-pop!"
Says the popcorn in the pan:
"Pop-pop-pop!
You may catch me if you can!"

"Pop-pop-pop!"
Says each kernel, hard, and yellow:
"Pop-pop-pop!
I'm a dancing little fellow!"

"Pop-pop-pop!
How I scamper through the heat!
Pop-pop-pop!
You will find me good to eat!"

"Pop-pop-pop!
I can whirl and skip and hop
"Pop-pop-pop-pop!
Pop-pop-pop!"
Louise Abney

Thanksgiving Day

A bustle in the kitchen,
A smell of cakes and pies,
Children running everywhere
With bright and wond'ring eyes.
Apples in the evening,
Lots of noise and play,
All the fun at Grandma's
On Thanksgiving Day.
The turkey's in the oven,
The pumpkin's in the pie,
Nuts and raisins in a dish
With fruit are piled up high;
Stories by the firelight
When we're tired of play,
All this fun at Grandma's
On Thanksgiving Day.
Unknown

The Monkeys and the Crocodile

Five little monkeys
Swinging from a tree;
Teasing Uncle Crocodile,
Merry as can be.
Swinging high, swinging low,
Swinging left and right:
"Dear Uncle Crocodile,
Come and take a bite!"

Five little monkeys
Swinging in the air;
Heads up, tails up,
Little do they care.
Swinging up, swinging down,
Swinging far and near:
"Poor Uncle Crocodile,
Aren't you hungry, dear?"

Four little monkeys
Sitting in the tree;
Heads down, tails down,
Dreary as can be.
Weeping loud, weeping low,
Crying to each other:
"Wicked Uncle Crocodile,
To gobble up our brother."

Laura E. Richards.

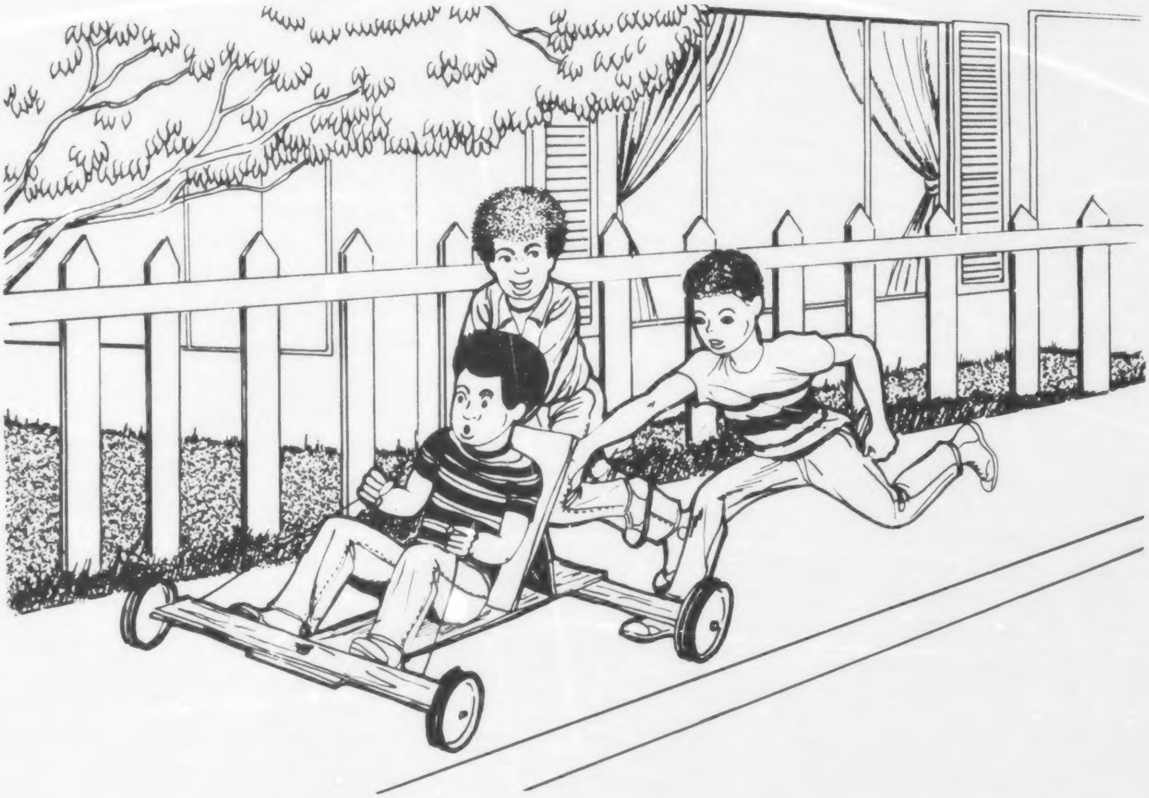
6. Relate to pupils' everyday experiences for word skills development. Ask (1) children to name or write:

   a. Name words they see on the way to school.

   b. Action words they find in a picture.

   c. An action they see on the playground.

   d. A picture or descriptive word that describes members of their family.



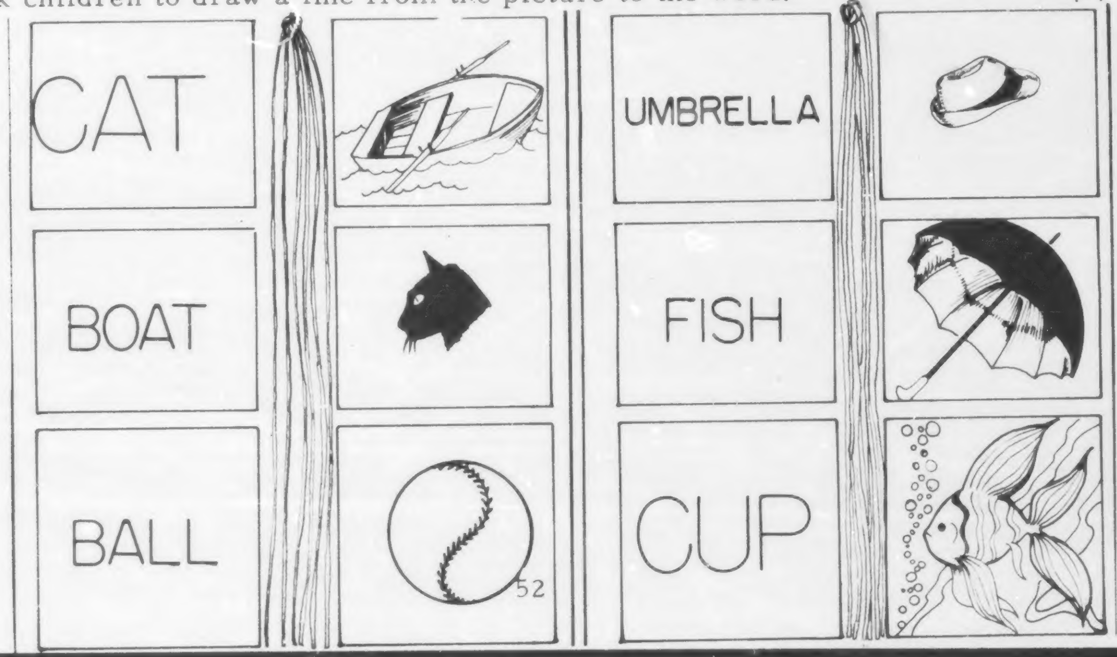
7. Relate to pictures for word skill development. Ask children to name or write:(1)

   a. Action words found in the picture above.

   b. Name words found in the picture above.

   c. Picture words found in the picture above.

8. Have the children match sets of words and pictures. These pictures may be drawn or cut from magazines. The words and pictures may be used by individuals, small groups, in teacher-led presentations, or on a bulletin board. Ask children to draw a line from the picture to the word. (1)



9. Conduct a "Toy Day". Ask the children to bring a toy to school, and allow them to describe it. This is a good lesson to use after the Christmas holiday. (1)

Suggested procedures:

a. Children are in a discussion situation.

b. Children review speaking standards.

c. Children share toys.
    What is the toy?
    Where was it found?
    How many other children have played with it?
    How is it used during play time?

d. Teacher writes on the board descriptive words.

e. Children use the descriptive words in sentences.

f. Children may write the descriptive words on paper.

10. Permit pupils to act out the meaning of words. Use words, such as run, walk, hop, laugh, and cry. (1)

11. Provide children with the opportunity to observe sentences on the board or chart and fill in the blank with a name word. (1)(2)

_____ ____________is going home. (Mary)

She lives in a white ________________. (house)

12. Ask the children to write picture or describing words under headings that describe two of their favorite fruits. Have the children fold a paper into four columns. Put one of the following headings above each column. (1)(2)

Look	Feel	Smell	Taste
______	______	______	______
______	______	______	______

13. Read sentences from the board and have children place the correct word in the proper column. Instruct the children to fold their paper into three columns and put one of the following headings above each column. (1)(2)

Name Word	Action Word	Picture or Describing Word

Example: The boy ran to the little dog.
Can the man see the pretty bird?

Name Word	Action Word	Picture or Describing Word
boy, dog	ran	little
man, bird	can see	pretty

14. Engage the class in a game to match opposite words. Place two columns of words on the chalkboard and have the children draw a line to the words that mean the opposite. (1)

laugh	cold
up	cry
big	down
hot	little

bad	old
tall	good
pretty	short
young	ugly

15. Have pupils write sentences that will allow them to use words that are opposites. (2)

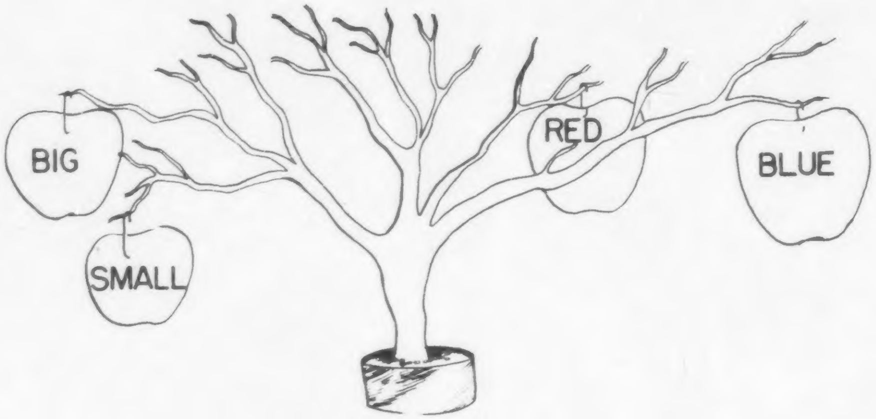
John is not fat; he is skinny.

Bob lost his black shoes, but he has his white ones on.

Betty is short and Jean is tall.

Steve is hot and Ted is cold.

16. Put a bare branch in a tin can of pebbles and have the pupil write a describing or picture word on an apple and hang it on a branch. Use a bent paper clip to hold the paper apple. (1)(2)



17. Develop files of simple words and phrases which children will need to use for writing. Make a small folder labeled Words for a Get Well Card. File simple words needed to write a get well card inside. Such words are: (1)(2)

a. Get well soon.

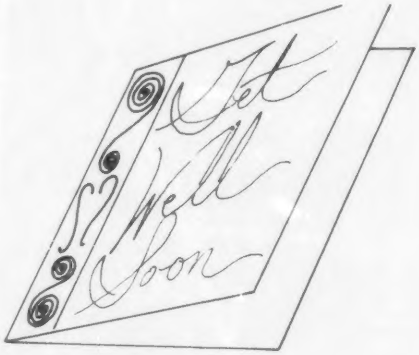
b. Sick

c. Not up to par.

d. Cheer up.

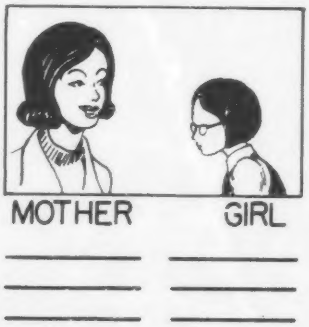
e. Quick

f. Recovery



I wish you ______________________.

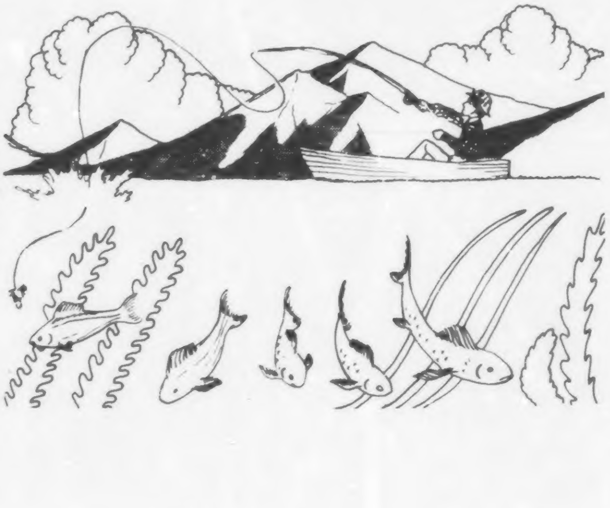
18. Provide opportunities for pupils to copy words about a picture. Paste a picture on a page. Print underneath the picture the words of some of the objects shown in the picture. Under the words, space should be provided so that children may write them. (1)(2)



19. Read poems or rhymes to children. Have children supply the missing rhyming words. (1)(2)

Fishes

Five little fishes swimming in a pool.
This one says: "The pool is _______" (cool)
This one says: "The pool is _______" (deep)
This one says: "I'd like to _______" (sleep)
This one says: "I'll float and _______" (dip)
This one says: "I see a _______" (ship)
Fisherman's boat comes,
Line goes SPLASH!
Away our five little fishes _______"(dash)
Frances Jacobs



Who

Who tucks you in your bed each night?
Who kisses you and dims the light?
Who is it that teaches you the right?
It's Mother.

Who helps you with your troubles small?
Who mends your hurts when 'ere you fall?
Who answers to your every call?
It's Mother.

Who dries your tears and says, "Now smile?"
Who watches o'er you all the while?
Who says you are her "honey chile?"
It's Mother.

Mabel Wilton

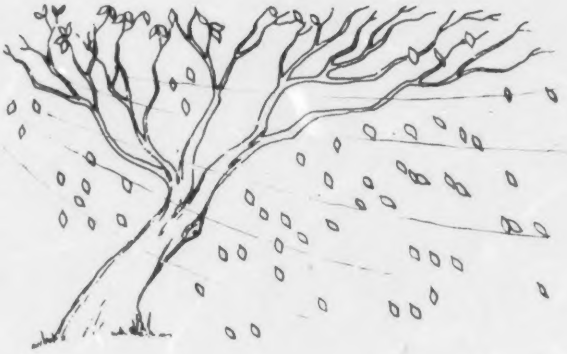
Thanksgiving

"Thankgiving day is coming!"
So Mr. Turkey said,
"Now I must be real careful,
Or I shall lose my head."

The pumpkin heard the Turkey.
"I'm frightened, too. Oh, my!
They'll mix me up with sugar and spice
And I'll be a pumpkin pie."

Unknown

Autumn



There are nuts on the trees
In their clusters of brown,
And the leaves are like butterflies
Fluttering down;

The cornfields are golden,
The sunlight is clear,
And the apples are rosy
Now autumn is here.

Unknown

20. Play a game called, Classify Words. Place titles on the board and have the children give words that will go under the headings. In the upper levels the children may write the words. (1)(2)

Classify Words

Colors	Fruits	Furniture	Vegetables	Clothing
(red)	(orange)	(desk)	(lettuce)	(sweater)
(green)	(apple)	(chair)	(cabbage)	(tie)

21. Instruct the pupils to make a sentence using words that begin with a particular letter. The teacher should vary the letters to make new words in a sentence. (1)(2)

W_____	l_____	p_____________	g_____________.
We	like	playing	games.

REVIEW

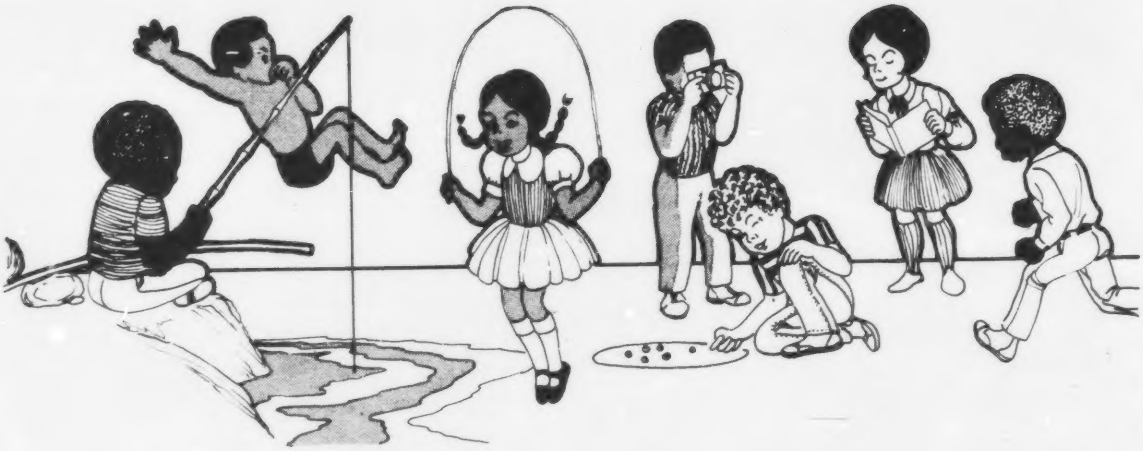
What Have You Learned?

1. Look at the picture below and name the:

    a. Action words.

    b. Name words.

    c. Descriptive words.



2. Draw a line from the word in the first column to the opposite word in the second column. (Oral or written.)

laugh	cold
up	cry
big	down
hot	little

3. Supply the missing rhyming words. (Oral or written.)

Who

Who tucks you in your bed each night?
Who kisses you and dims the ______________? (light)
Who is it that teacher you the ______________? (right)
It's Mother.

Who helps you with your troubles small?
Who mends your hurts when 'ere you ____________? (fall)
Who answers to your every _____________? (call)
It's Mother.

Who dries your tears and says, "Now smile?"
Who watches o'er you all the _____________? (while)
Who says you are her "honey _____________? (child)
It's Mother

Mabel Wilton

4. Fill in the blanks using words that are the opposite. (Oral or written)

John is not fat; he is ________ ___________.

Bob lost his black shoes, but he has his ___________________ ones on.

Betty is ____________________ and Jean is tall.

Steve is ___________________ and Ted is cold.

SENTENCES

Learning Objectives

1. Observe as the teacher writes sentences.
2. Write a sentence expressing a single idea.
3. Vary sentence beginnings.
4. Increase skill by using new words.
5. Write sentences in an individual story.

Suggested Learning Activities

1. Give the children many opportunities to observe sentences written on the chalkboard or on charts. Explain to the children that a sentence may tell or ask something. (1)

2. Give the class a series of words from a sentence. It should be in the wrong order. Have them put the words together and make a complete sentence. (1)(4)

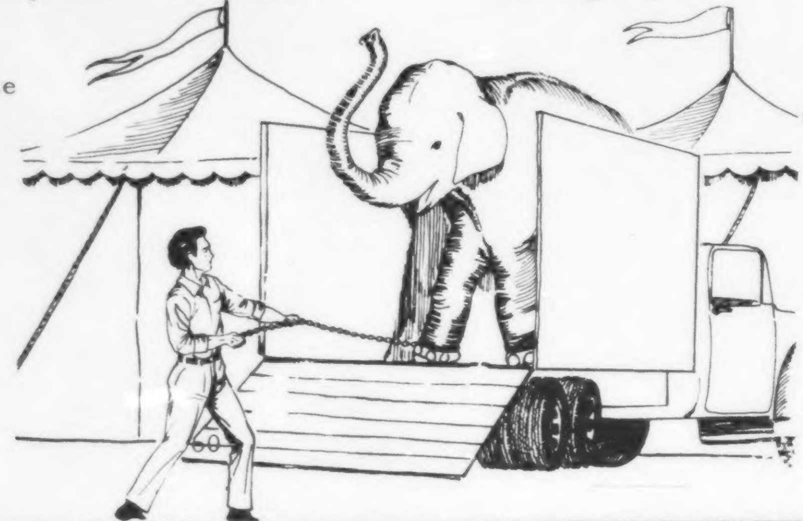
Have the pupils copy sentences from an experience chart. (1)(2)

4. What I Can See

Discuss an imaginary view. The children are in a discussion situation. A box is passed to each child and he selects a card, which has a phrase on it. The pupil reads his card and prepares his sentence or sentences. Each child reads his card to the class and tells, "What I Can See." In the upper levels, the child may write his sentence. Examples of phrases: (2)

in a box
in dreamland
on a desert
in a circus
in Santa's Village
in a bottle
in the sea
at the beach
on a planet
in a ham sandwich
in the movies
in a castle
at school
in a jungle
in toyland
in a market
in a big city

5. Motivate the children to write a descriptive sentence about a picture shown on a chart. Example: (2)



6. Have the pupils compose and write one sentence about a picture or object. Read the sentence to the class. (2)

7. Give the pupils the opportunity to write a sentence giving directions to making and doing something. (2)

8. Have the pupils write a separate sentence to each of special persons. (2)

   a. Teacher

   b. Classmate

   c. Father

   d. Mother

   e. Santa Claus

   f. Easter bunny

9. Ask the children to write a telling or asking sentence using the spelling words of the week. (2)

10. Have the pupils write a sentence to answer the questions which are listed on the board, such as (2)

    a. Where is the blue ball?

    b. Where is John going?

    c. When will the bell ring?

    d. What do you like to do?

    e. What is your favorite TV program?

    f. Where is the volleyball?

11. Ask the pupils to write a sentence that describes the sky, ocean, comic strip character, or a tree. (2)

12. Assist children in sentence building. Give them word cards. Have them make up a sentence by placing word cards in sequence. The second pupil attempts to add to that sentence with other cards; then a third pupil tries to build further. The object being to make as long a sentence as they can. (2)(3)

Sentence Building

Billy plays ball.
After school Billy plays ball.
Every day after school Billy plays ball with his brother.

13.

Unscrambling Words

Have the pupils write a sentence on a strip of paper. He then cuts the strip between words, shuffles the words, and passes them to a partner to unscramble and to put back together as a sentence. Example: (2)(3)

14. In class discussions, alternate a telling sentence from an asking sentence. (3)

Is John going to school?
John is going to school.
Does Mathew like to play softball?
Mathew likes to play softball.

15. Have the pupils draw a line to a good ending for each sentence, such as (4)

a. Rose likes	to see the ball game.
b. She plays	is down the street.
c. David went	with her friend.
d. The store	to help her mother cook dinner.

16. Ask the boys and girls to complete sentences by supplying missing words. (4)

a. Wesley went with Pete to the ______________.
b. Wesley went with Pete to the s ____________.
c. Wesley went with Pete to the st____________.

17. Provide opportunities for children to use these words orally and in written experiences. Examples: (4)

a. Body: arm, back bone, ear, face, jaw, knee, tooth, skin, nose,mouth
b. People: aunt, baby, barber, clerk, family, leader, uncle, helper
c. Color: black, blue, brown, gray, green, orange, pink, purple, red, tan, yellow, white
d. Transportation: airplane, bicycle, boat, bus, car, railroad, train, van, truck
e. Animals: ant, bear, bird, bunny, cat, cattle, chicken, dog, fly, horse, hen, monkey, owl, pig, pony, puppy, rabbit, snake, tiger, turkey, turtle, worm
f. Plants: bark, branch, flower, leave, plant, seed, steam, thorn, tree, vine, wood
g. Food: apple, banana, bread, cake, eggs, feed, food, fruit, groceries, ice cream, juice, meat, milk, orange, potato, toast

h. Areas: bridge, cabin, camp, city, earth, garden, grass, hall, home, land, outdoors, pool, road, room, school, space, store, street, town, world

i. Descriptive words: afraid, alone, best, bright, cold, cute, dark, dirty, each, fair, fast, fine, funny, glad, good, happy, heat, hot, jolly, lazy, live, loud, muddy, new, nice, old, pretty rough, shine, sleepy, smart, soft, strong, sunny, sweet, tiny, true, unkind, worse, wrong

j. Objects: air, animals, badge, balloon, bank, bed, bell, blouse, bone, broom, bucket, button, cage, candy, chair, circus, cloth, clothes, curtain, desk, door, dress, food, furniture, game, glass, grade, hat, key, letter, marbles, microphone, music, paint, paper, pen, pencil, picture, pillow, room, sand, sink, soap, socks, spoon, story, table, team, telephone, towel, traffic, trouser, tub, voice, whistle, window

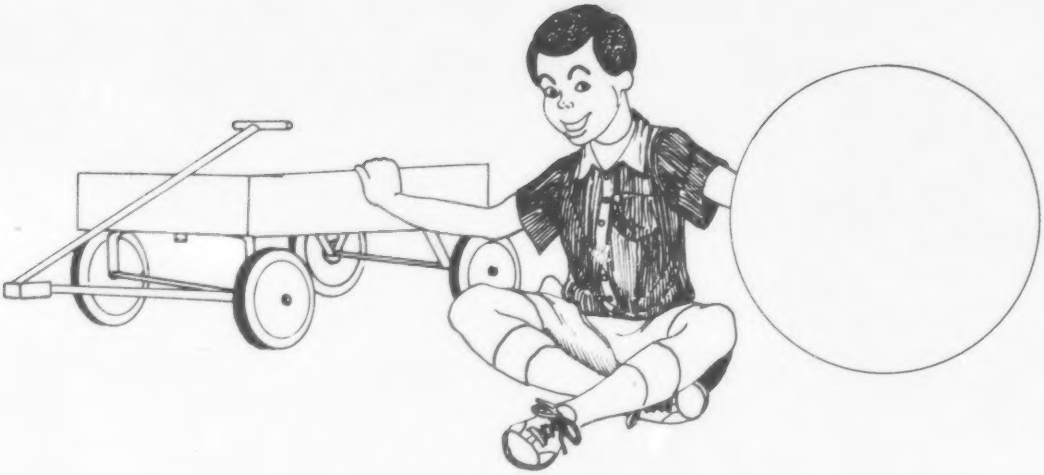
k. Action words: ate, bake, bite, break, brush, build, call, chew, clean, cross, cut, drop, fight, fix, fold, gallop, gobble, help, hold, kick, knock, learn, lift, made, push, read, said, sang, shop, smell, speak, stop, took, use

18. Provide opportunities for the children to write personal news items of a few sentences which may be included in a school newspaper. (5)

19. Allow the pupils to dictate to the teacher a personal thought or feeling. The next step would be for the pupil to write a personal thought or feeling in a complete sentence. (5)

20. Motivate theclass to write a few sentences about the things they saw on the way to school. (5)

21. Allow the pupils to select a colorful picture of interest tothem. Paste it at the top of a sheet of lined paper. After a few sentences have been written about the picture; exchange papers and have another pupil complete the story. (5)



THIS BOY HAS A BIG RED WAGON.
HE HAS A BIG BLUE BALL. HE....

22. Have pupils write sentences to explain their own paintings or paintings of famous artists. (5)

23. Motivate pupils to write stories or poems about topics, such as (5)
    a. Class experiences
    b. Trips
    c. Activities and hobbies
    d. Enjoyable occasions
    e. Special holidays
    f. Pets
    g. Assuming roles of historical characters
    h. Imaginative happenings

24. Have the children listen to a selection of music, such as the "Grand Canyon Suite." As the children listen, have them write in a few sentences what the music makes them think and feel. (5)

REVIEW

What Have You Learned?

1. Copy the following sentences from an experience chart.
   a. We will have a class party on Friday.
   b. Our parents are invited to attend.

2. Write a sentence to:
   a. Your teacher
   b. Your Father
   c. Santa Claus

3. Draw a line to a good ending for each sentence.

a.	Rose likes	with her friend.
b.	She plays	is down the street.
c.	The store	to help her mother cook dinner.

4. Write a sentence using any of the following words:
   a. Face
   b. Baby
   c. Car
   d. Banana

5. Write a sentence about yourself which may be used in the school newspaper.

6. Write a sentence about something you saw on the way to school.

7. Draw a picture. Write one or two sentences to explain your drawing.

CAPITALS

Learning Objectives

1. Observe the use of capitals.

2. Use capitals in writing activities.

Suggested Learning Activities

1. Allow pupils to find words in a story written on the chalkboard or on a chart which begin with capital letters. (1)

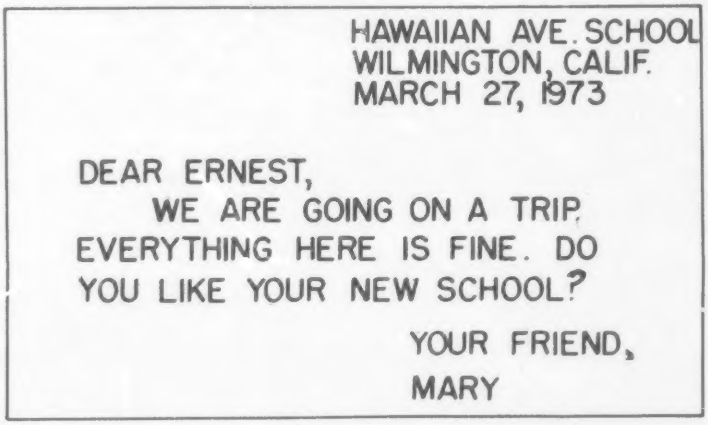
2. Guide pupils to observe teacher in the use of capitals in: (1)
   - a. First word of sentences
   - b. Names of people
   - c. Names of days, months, and holidays
   - d. Greeting and closing in letter writing
   - e. Title of books
   - f. The word I
   - g. The words Mr., Mrs., Miss
   - h. Names of cities, states, and countries
   - i. Parts of the country such as East, West, North, and South

3. Ask the pupils to write words found in a story which begin with capital letters. (1)(2)

4. Have the boys and girls write their initials. (2)

5. Talk about the activities for each day of the week. Ask the pupils to copy from the board or chart the days of the week. (2)

6. Permit the pupils to copy a letter from the board or from a chart. Example: (2)



HAWAIIAN AVE. SCHOOL
WILMINGTON, CALIF.
MARCH 27, 1973

DEAR ERNEST,
WE ARE GOING ON A TRIP. EVERYTHING HERE IS FINE. DO YOU LIKE YOUR NEW SCHOOL?

YOUR FRIEND,
MARY

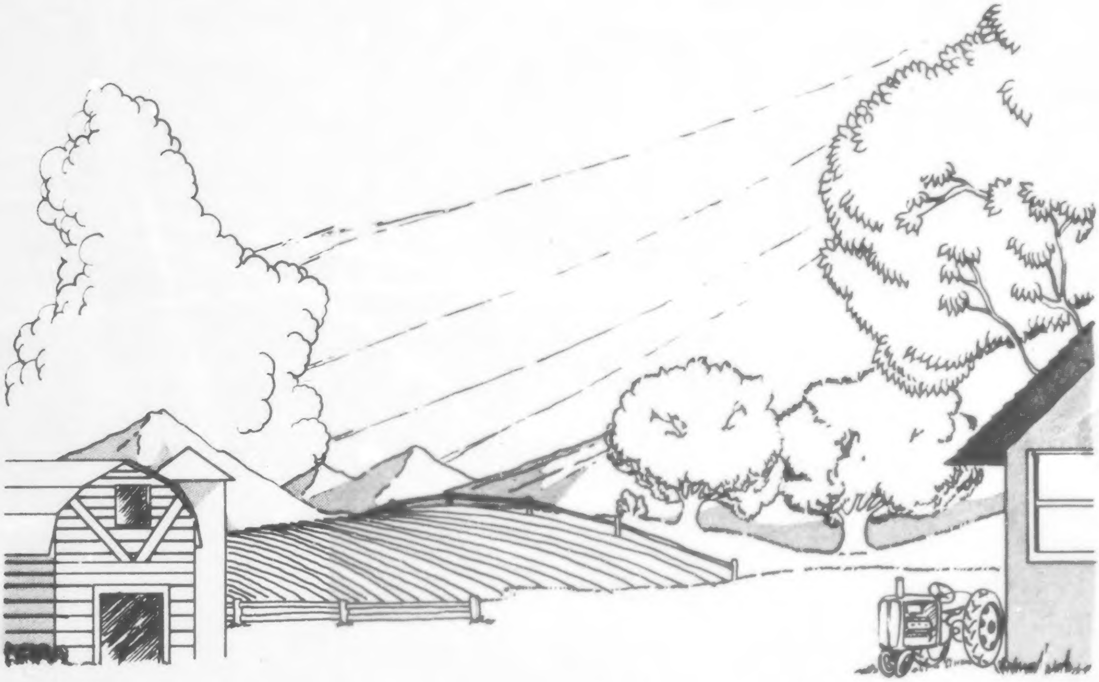
7. Provide opportunities for the pupils to make and address an envelope stressing capital letters. Let the pupils address the envelope to: (2)
   a. Parents
   b. Relatives
   c. Classmates
   d. Friends
   e. Television stars

8. Ask the children to write the missing capital letters for the sentences written on the chalkboard. (2)
   a. peter had to get up early sunday morning.
   b. larry's dog ran down pacific street.
   c. miss jones lives in los angeles.
   d. i would like to read little red riding hood.
   e. were you born on christmas day?
   f. when are you coming to visit jewel and rosemary?

9. Calendar

Have the pupils make a calendar. Ask them to write the month, year, and days of the week. The children may use the calendar to write in the numbers for each day and to keep a chart of the weather. (2)

10. Have the pupils make signs, posters, and captions for contests, holidays, and bulletin boards. (2)



I LIVE IN THE COUNTRY

11. Instruct the pupils to circle all the words in a paragraph that begin with capital letters. (1)(2)

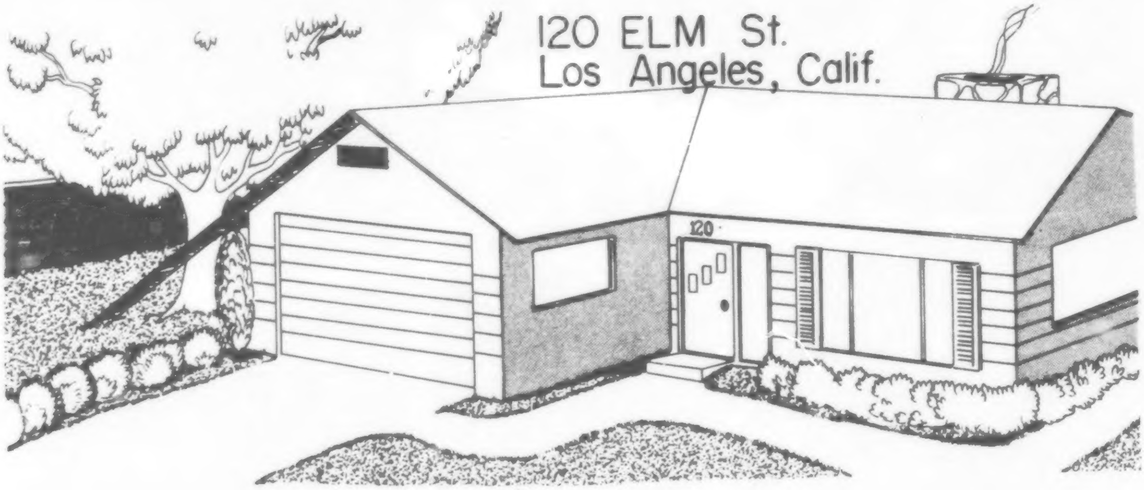
> Mr. Bob took his dog, Bonnie, for a walk. They walked down Maple Street on a sunny Saturday afternoon in June. Along the way they met Mrs. Young who was leaving for San Diego.

12. Ask the pupils to place capital letters on the proper words in a paragraph. The paragraph may be written on the board. (2)

> it was a cool monday morning when dave and his family left for a trip to sacramento. the family usually took their vacation in july but mr. anderson had to work so they had to go in december. mrs. anderson said they would return on friday. i will miss dave.

13. Have the pupils write a paragraph omitting capital letters. Exchange papers and the pupil's partner is to place capital letters on the proper words. (2)

14. Ask the boys and girls to draw a picture of their home. Have them write their name and address on the picture of the house that is drawn. (2)


120 ELM St.
Los Angeles, Calif.
120

15. Provide opportunities for pupils to copy a letter correctly. Example: (2)

718 first street
los angeles, california
february 12, 1974

dear miss lundy,

i am playing baseball on saturday. it would be nice if you could come to see me play with my friends danny and gary. we will play every saturday until the end of july.

your friend,

16. Give the pupils opportunities to write paragraphs to answer simple questions. (2)
Examples:
Why did Jean go with her mother?
Why did the airplaine take off over the ocean?

REVIEW

What Have You Learned?

1. Do you know which words have capitals? Circle the words which have capitals.

Hawaiian Ave. School
Wilmington, California
February 27, 1973

Dear Evert,

We are fine. Our class is going on a trip. Do you like your new school?

Your friends,
Jay and Vic

2. Place capitals on the proper words.

peter barry
35 pershing street
los angeles, california 90256

mr. and mrs. karl barry
678 lankershim boulevard
sherman oaks, california 92078

3. Write in the missing capital letters.
   a. peter had to get up early sunday morning.
   b. larry's dog ran down pacific street.
   c. miss jones lives in los angeles.
   d. were you born on christmas day?

4. Draw a picture of your home. Write your name and address on the picture of the house.

PUNCTUATION

Learning Objectives

1. Develop understanding for the use of the period.
2. Understand the use of the question mark.
3. Develop an understanding for the use of the comma.
4. Learn to use an exclamation point.

Suggested Learning Activities

1. Involve the children in a discussion about punctuation marks. Talk about their meaning and use. Use experience charts, experience stories, and reading books to show the boys and girls how these marks are used. Have the pupils look for periods, commas, question marks, and exclamation points in their books. (1)(2)(3)(4)

2. Ask the pupils to write the missing punctuation marks for sentences on the board or on a chart. (1)
    a. Mary lives in San Pedro
    b. Alex works in the factory on 8th Street
    c. They went on a long vacation

3. Have the pupils copy the sentences putting in a period or question mark at the end. (1)(2)
    a. Where are you going
    b. Why are you late
    c. Ted had a good time at the movies
    d. He and his sister are ill
    e. Why did you stay home

4. Discuss the meaning of punctuation symbols. Example: (1)(2)(3)(4)

Punctuation Symbols

Go	The capital letter begins a sentence.
Pause	The comma ,
Stop	The period .
	The question mark ?
	The exclamation mark !

5. Ask the pupils to copy a letter and punctuate it correctly. (3)

809 Alondra Street
Los Angeles   California
March 3   1973

Dear Mrs. Green

We are fine   I hope that you are well   Are
you coming to visit us   We hope so

Your friend
Cynthia

6. Have the pupils use the period, comma, and question mark in sentences. (1)(2)(3)
   a. The boy was hitting the ball
   b. I am sorry but I will not be able to go
   c. Can I go with you on another day
   d. He lives in Canoga Park California
   e. Will you bring me the pencil
   f. I would like to visit Taxco Mexico

7. Ask the pupils to make an envelop and address it to the school principal. Stress the use of the comma. (3)

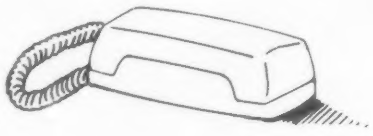
8. At the end of the school day have the pupils write a news item to their parents telling them what they did at school during the day. (1)(2)(3)(4)

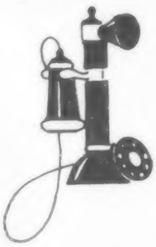
9. Make a list of questions the pupils would like to have answered. The questions could be about any topic in which the pupils have an interest. (2)

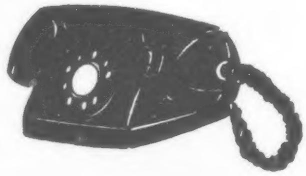
10. Read a poem to the children. Ask them to select the correct punctuation symbols at the end of the lines. (1)(2)(3)(4)

The Telephone

Ting-a-long-a-ling,
Ting-a-ling-a-ling,
I hear the bell on my telephone ring.
Ting-a-ling-a-ling
Now who can that be?
Someone I know is calling me.
Hello!
Hello!
Come over and play.
Thank you for calling,
I'll come today.
Goodbye!
Goodbye!
I'll come right away.







Freda Macrae

11. Mystery Symbols (1)(2)(3)(4)

Have the children select a sentence from a box, which contains many sentences. The children read the sentences to the class and the pupils seated are to tell what marks to punctuation are used in the sentences.

Examples:

The teacher lives in Tijuana, Mexico.
Bobby flies to Chicago, Illinois tomorrow.
When do you leave for your vacation?
Look out!
Why are you still hungry?

REVIEW

What Have You Learned?

1. Write the missing punctuation marks for the sentences on the board or on the chart.
   a. Mary lives in San Pedro
   b. Alex works in the factory on 8th Street
   c. They went on a long vacation

2. Copy the sentences putting in a period or question mark at the end.
   a. Where are you going
   b. Why are you late
   c. Ted had a good time at the movies
   d. He and his sister are ill
   e. Why did you stay home

3. Copy the letter and punctuate it correctly.

809 Alondra Street
Los Angeles California
March 3 1972

Dear Mrs. Green

We are fine I hope that you are well Are you coming to visit us We hope so

Your friend
Cynthia

4. Punctuate these sentences correctly.
   a. The boy was hitting the ball
   b. Can I go with you on another day
   c. Will you bring me the pencil
   d. I would like to visit Taxco Mexico

5. Write a news items to your parents telling them what you did at school during the day.

ABBREVIATIONS

Learning Objectives

1. Discuss the meaning of abbreviations.

2. Learn to use abbreviations.

Suggested Learning Activities

1. Talk about the reasons abbreviations are used. Stress the need for a period after abbreviations. (1)

2. Ask the pupils to observe the teacher's use of abbreviations for words such as: (1)
   a. Days of the week
   b. Months of the year
   c. Streets, roads, avenues, and boulevards
   d. State
   e. Country
   f. Mister, Mistress, Doctor
   g. Directions - North, East, South, West

3. Have the pupils prepare a calendar using abbreviations for the days of the week and months of the year. (2)

FEBRUARY

SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

4. Ask the pupils to copy an envelope and use abbreviations for the words: (2)
   a. Avenue
   b. Boulevard
   c. California
   d. Mistress

Clara Conlon
1278 Adams Boulevard
Los Angeles, California 92071

Mistress Shirley Tugwell
2878 Manchester Avenue
Los Angeles, California 93789

5. Make a matching chart. The children may match the words with the correct abbreviations and give it to the teacher, or another pupil, to be checked. The days of the week, months, and all commonly used abbreviations may be taught in this manner. The use of pupil checkers reinforces and reviews these learnings. Example: (2)

September
December
June
November
April
February
March
May
October
January

Oct.
Feb.
May
Mar.
Sept.
Jan.
Nov.
Dec.
Apr.
June

6. Allow the children to put abbreviations in alphabetical order. Example: (2)

The days of the week

Fri.
Mon.
Sat.
Sun.
Thurs.
Tues.
Wed.

7. Point out to the pupils the use of abbreviations in reading and writing experiences. Example: (2)

"Hello, Mrs. Turtle." said Mr. Duck.

"Have you been down to see Dr. Tortoise who now lives on

Elm St.?"

8. Develop worksheets which will give pupils practice in the use of abbreviations. (2)

REVIEW

What Have You Learned ?

1. Copy this envelope and use abbreviations for the words:
   - a. Avenue
   - b. Boulevard
   - c. California
   - d. Mistress

Clara Conlon
1278 Adams Boulevard
Los Angeles, California 92071

Mistress Shirley Tugwell
2878 Manchester Avenue
Los Angeles, California 93789

2. Match the following abbreviations:

September	Oct.
December	Feb.
June	May
November	Mar.
April	Sept.
February	Jan.
March	Nov.
May	Dec.
October	Apr.
January	June

PARAGRAPHS

Learning Objectives

1. Write a series of sentences related to one idea.

2. Indent first word in writing a paragraph.

Suggested Learning Activities

1. Discuss the meaning of a paragraph with the children. (1)(2)
   a. A paragraph is like a family who lives in the same house.
   b. Paragraphs have sentences that belong together.
   c. All the sentences in a paragraph tell about one topic.
   d. Each sentence should tell something about the topic that no other sentence in the paragraph tells.

2. Have children study paragraphs in readers. Have them read the paragraphs and help them to understand that each sentence in the paragraph tells about one topic. (1)(2)

3. Ask the pupils to select a subject, such as hobbies or pets and list everything of importance about the subject. With the teacher's assistance pupils may organize and write the facts in sequential order. (1)(2)

4. Ask the pupils to read three sentences on the board or on the chart and arrange them in logical order. (1)
   a. The train was still far down the track.
   b. Randy stopped near the ranch house and listened.
   c. He could hear a train coming.

5. Have the children put sentence strips in sequence to make a paragraph. (1)

6. Allow pupils to write a simple paragraph about a special holiday from a list of words written on the board or on a chart. Illustrate the paragraph. (1)(2)

Halloween	Pumpkin	Witch
Ghosts	Dark	Broom
Goblins	Prancing	Scared

7. Have the pupils draw a slip of paper from a Challenge Box. Each slip of paper should have a sentence about a certain topic. Pupils copy the sentence and write additional sentences to make a good paragraph. (1)(2)

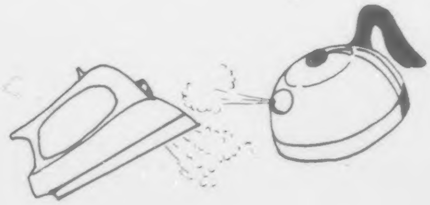
Challenge Box

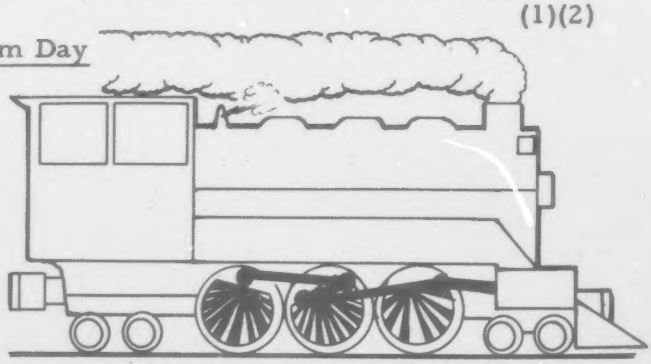
Suggested topics:
- My Three Wishes
- What Makes Me Sad?
- What Makes Me Happy?
- My Hobby
- My Favorite TV Program
- My Pet
- A Camping Trip
- Riding a Rainbow
- A Lion Hunt

8. Give the pupils opportunities to copy paragraphs from experience charts, and library books, noting paragraph indentations. (1)(2)

9. Provide children with the opportunity to write a paragraph about a complaint or about something they would like to see changed in the classroom. (1)(2)

Let Off Steam Day





10. Ask pupils to rewrite a paragraph using correct punctuation marks, capital letters, and indentation. (1)(2)

john and mary are visiting us they came
from san diego last thursday would you
like to meet them

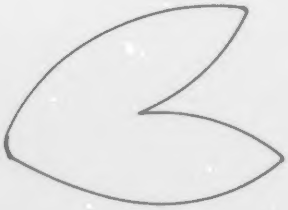
11. Have the children write a short personal description of themselves. They may also draw a picture of themselves after writing the paragraph. (1)(2)

> My eyes are brown. My hair is curly. I like to smile. Who am I?

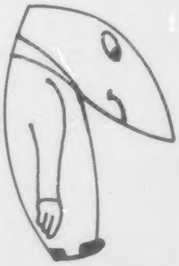
12. Ask the pupils to write a short paragraph daily in a diary. (1)(2)

13. Have the children write a paragraph to illustrate a picture which they have drawn or painted. (1)(2)

14. Motivate the writing of a paragraph through the use of squiggles. (A squiggle is a design or shape that can be made into a picture.) (1)(2)

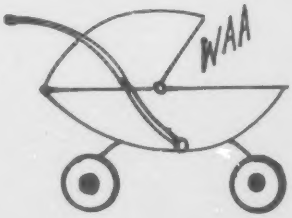


Squiggle



Picture

This is my friend. He is sad. I like my friend.



Picture

The baby is in the carriage. She is crying for her mother. Do you like to hear a baby cry?

15. Review, discuss, and demonstrate the use of punctuation marks and capital letters in writing paragraphs. (1)(2)

16. Help the pupils to write a paragraph expressing their feelings or thoughts about a picture. (1)(2)

REVIEW

What Have You Learned?

1. Arrange the sentences below in logical order.

   a. The train was still far down the track.
   b. Randy stopped near the ranch house and listened.
   c. He could hear a train coming.

2. Write the following paragraph using correct punctuation marks and captial letters.

   john and mary are visiting us they came from
   san diego last thursday would you like to meet
   them

3. Write a short personal description of yourself.

ORGANIZATION

Learning Objectives

1. Observe various classroom lists.
2. Dictate in sequence an account of an experience.
3. Write correct heading on class papers.
4. Be familiar with the forms of simple letter writing.
5. Become familiar with filling out blanks and forms.

Suggested Learning Activities

1. Provide opportunities for the boys and girls to observe classroom lists: (1)
   - a. Names of boys or girls in the room in alphabetical order
   - b. Lists of weekly spelling words
   - c. Materials to be used for an art lesson
   - d. Location of play areas
   - e. Classroom duty statements
   - f. Classroom rules for conduct
   - g. Playground safety rules
   - h. List of cafeteria manners
   - i. Safety rules at school
   - j. Safety rules at home
2. Arrange pupils in the reading group in alphabetical order according to their last names. Have them sit in that order. (1)
3. Ask pupils to write the weekly spelling words in alphabetical order. (1)

   My Spelling Words
   cross
   policeman
   safely
   walk
4. Have pupils re-arrange words listed on the board or on a chart in alphabetical order. Example: (1)

   baby tooth elephant zoo
5. Have the pupils make an A to Z card file for words to be studied or used in story writing. Illustrate each word. (1)

6.

Shopping

Give the pupils the opportunity to prepare a list of items to be purchased by a family for breakfast, lunch, or dinner. (1)

If a store is set up in the classroom, the children may go to the store and purchase the items. They may be listed on the board, chart, or written on paper under the following categories:

Breakfast
- Grits
- Eggs
- Bacon
- Bread
- Margarine
- Milk
- Juice

Lunch
- Bread
- Soup
- Milk
- Tortillas
- Apples

Dinner
- Potatoes
- Peas
- Rice
- Ham
- Milk
- Peaches

The children may go to the store and purchase items listed under the following categories:

Meats
- Ham
- Bacon

Vegetables
- Potatoes
- Peas
- Rice

Dairy Products
- Milk
- Eggs
- Margarine

Fruits
- Apples

Canned Goods
- Peaches

7. Have each pupil tell the class about any experience which occurred during the past week. Write the three or four sentences on the board. The children may check: (2)

   a. Are the sentences in sequence?
   b. Did the speaker stay on the topic?

8. Show a picture to the class. Encourage the children to relate in sequence their thoughts and feelings about the picture. Children may also write their sentences in sequence. (2)

9. Have the boys and girls write their names on all of their class papers. (Dates may also be placed as part of the heading.) Example: (3)

MATH

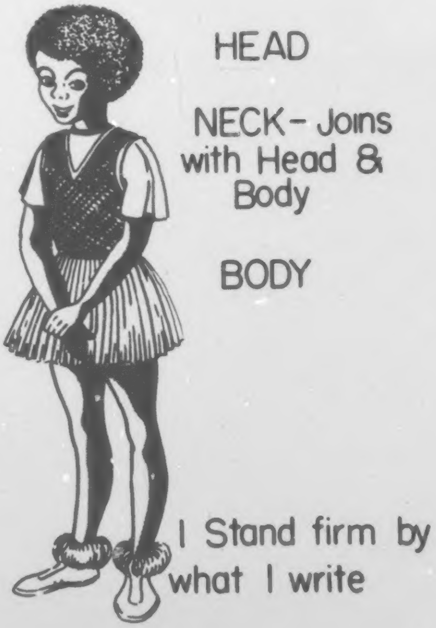
NAME ______________________ DATE ____________

10. Discuss with the children the reasons for putting names on all papers and possessions. (3)

11. Discuss with the pupils the reasons for writing: (4)

    a. Friendly letters
    b. Thank you notes
    c. Greeting cards
    d. Get well notes
    e. Invitations

12. Talk about a friendly letter. Display and compare a model to a friendly letter. Talk about the meaning of the parts of a friendly letter. (4)


HEAD
NECK- Joins with Head & Body
BODY
I Stand firm by what I write

13. Ask the pupils to copy from the board or from an experience chart a friendly letter. (4)

14. Have the pupils dictate a friendly letter. Write the letter on the board or on a chart. Discuss the use of capital letters and punctuation marks. (4)

15. Have the children formulate and write friendly letters to their parents which tell them about Open House or the trip to the zoo. (4)

16. Teach the pupils how to write invitations to parents, grandparents, or friends. Have pupils invite family members to Open House, the Christmas program, St. Valentine's Day party, or the May Dance Festival. Example: (4)

Invitation

Hawaiian Ave. School
Wilmington, California
April 27, 1973

Dear Grandmother,

Room 12 cordially invites you to attend the May Dance Festival on Wednesday, May 5, 1973 at 2 P.M. on the school playground.

We hope that you can come.

Your grandson,
Emilio

17. Teach pupils how to write a thank you note to a classmate for a courtesy or favor. (4)

18. Help the children to make and send greeting cards to: (4)
    a. Someone who is ill
    b. Someone who has moved away
    c. A child celebrating his birthday
    d. A classmate celebrating Hanukkah

19. Encourage children to keep a reference sheet containing words used in writing notes and letters. Children may keep this in a desk folder. Example: (4)

Letter Words

dear
yours
boulevard
friend
sincerely
road
Los Angeles
street
date
truly
avenue

20. Ask the pupils to write a picture postcard to a friend in another city or state. (4)

21. Talk about the use of the envelope. Display a model showing the envelope. (4)

Olga Juarez
92 Brooklyn Avenue
Los Angeles, California
90256

Mrs. Rafaela Delgado
19327 Beckworth Street
Torrance, California
90503

22. Have the children copy from the board or from an experience chart the information needed for filling out an envelope. The children may write this information on a worksheet. Example: (4)

Information on board or chart:

(Person who is writing.)
Master Cecil Young
24 Second Street
Los Angeles, California
90276

(Person to whom you are writing.)
Master William Brown
78 Wilmington Blvd.
Wilmington, California
91234

(Your name) ____________________
(Your street) ____________________
(Your city, state, zip code) ____________________

(Person to whom you are writing) ____________________
(Person's street) ____________________
(His city, state, and zip code) ____________________

23. Give pupils the necessary information needed to address an envelope. Examples: (4)

a. Their parents--45 Sixth Avenue, Los Angeles, California, 90345

b. A pen pal--Steve Balian, 675 Oak Street, Portland, Oregon, 98761

c. A relative--Miss Bonnie Bud, 87 Pine Boulevard, Pasadena, California, 95678

24. Give the boys and girls opportunities to fill out various application forms or blanks. Examples: (5)

a.

Safety Club

Name ______________________

Date ______________________

Age ______________________

Room ______________________

Signature ______________________

b.

Test Booklet

Name ______________________
(last) (first) (middle)

Grade ______________________

School ______________________

City ______________ Date of Test ______________
(Mo.) (Day) (Year)

Teacher or Examiner ______________ Pupil's Age ______________

Date of Birth ______________________
(Month) (Day) (Year)

c.

Registration of Bicycle

Name ________________________________

Date ________________________________

Address ______________________________

____

Bicycle Registration Number ____________

Fee Paid ____ ________________________

Signature _____________________________

d.

Library Card

Name ________________________________

Address ______________________________

School _______________________________

Age ____________ Phone Number ________

Signature _____________________________

e.

Weather Report

Date ____________________________

Weather __________________________

Temperature ______________________

25. Encourage pupils to keep a class diary Some boys and girls may desire to keep a daily or weekly diary of their activities. Prepare a little booklet; permit the children to date the booklet and write a few comments or a few sentences concerning their activities. (5)

REVIEW

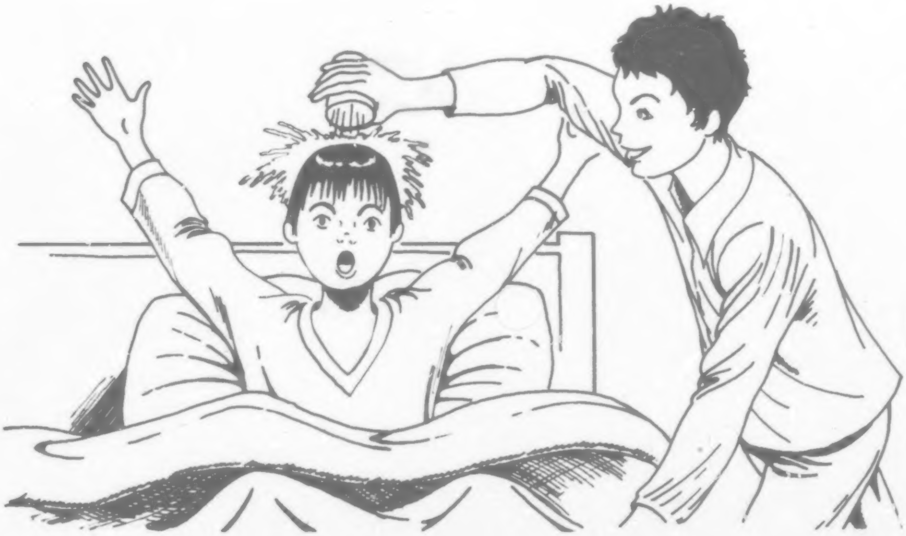
What Have You Learned?

1. Write the weekly spelling words in alphabetical order.

2. Re-arrange the words below in alphabetical order.

baby tooth elephant zoo

3. Describe in sequence your thoughts and feelings about the picture. (You may be able to write your thoughts and feelings in sequence.)



4. Write your name at the top of the paper.

5. Write the invitation below correctly on your paper.

Hawaiian Ave. School
wilmington, california
april 27, 1973

dear Grandmother,

Room 12 cordially invites you to attend the May Dance Festival on wednesday, may 5, 1973 at 2 P.M. on the school playground

we hope that you can come

your grandson,
emilio

6. Address an envelope to your parents at 45 Sixth Avenue, Los Angeles, California, 90345

____
____
____

____
____
____

7. Fill in this application form.

Library Card

Name ____________________

Address ____________________

School ____________________

Age ____________ Phone Number ____________

Signature ____________________

8. Check under Yes or No.

Am I:	Yes	No
Heading my paper correctly?		
Using the new words that I learned?		
Using correct words in a sentence?		
Expressing my thoughts clearly?		
Punctuating correctly?		
Capitalizing correctly?		
Checking my own written work?		

DEVELOPING HANDWRITING SKILLS

READINESS FOR MANUSCRIPT WRITING
MANUSCRIPT WRITING
READINESS FOR CURSIVE WRITING
CURSIVE WRITING

HANDWRITING

Point of View

Handwriting is an integral part of the communicative process. The ability to write neatly and legibly is of importance to the mentally retarded pupil as well as any other child. Since he will need to fill out job application forms, take a driver's test, and manage banking procedures, it is necessary that the retarded child receive adequate practice to assure success in his ability to perform these tasks.

Sufficient time must be allotted for the acquisition of handwriting skills. The purpose of the formal handwriting lesson is to teach the pupil to do the assigned lessons successfully and to meet his recognized needs. Through consistent practice at the chalkboard or at the desk, the mentally retarded pupil will be able to apply the learned skills in other subjects of the curriculum and to meet his personal needs.

Although actual writing begins when the child is ready, readiness for handwriting is built through varied activities. The mentally retarded pupil needs a strong readiness program to build muscular coordination so that writing techniques will come easier. Building with blocks, painting, cutting, and working with scissors, and working with clay develop a sense of coordination. Vocabulary skills will aid in associating the spoken word with written patterns. By putting experiences and observations into words in discussions, relating first hand experiences, and dictating stories to the teacher, the EMR pupil will build background for handwriting experiences. The child should also observe printed words in books and watch the teacher write stories, charts, letters, and the names of the pupils.

Writing is begun with the manscript form. In manuscript writing there is a consistency between the child's alphabet and the printed alphabet used in textbooks. Manuscript writing also satisfies the desire of the pupil to express himself in writing by providing him with a workable tool for recording his thoughts and ideas. The transfer to cursive writing should be made only after the pupil is throughly at ease with the manuscript form. The transition is made gradually. It is made through the use of whole words and in relation to manscript form. Likenesses and differences of manuscript from cursive are noted by the child as words are connected into cursive form.

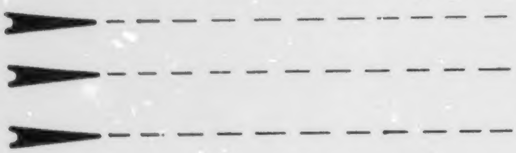
READINESS FOR MANUSCRIPT WRITING

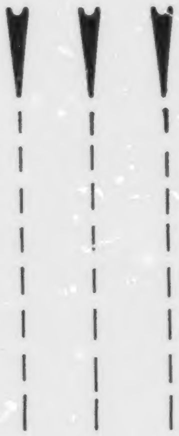
Learning Objectives

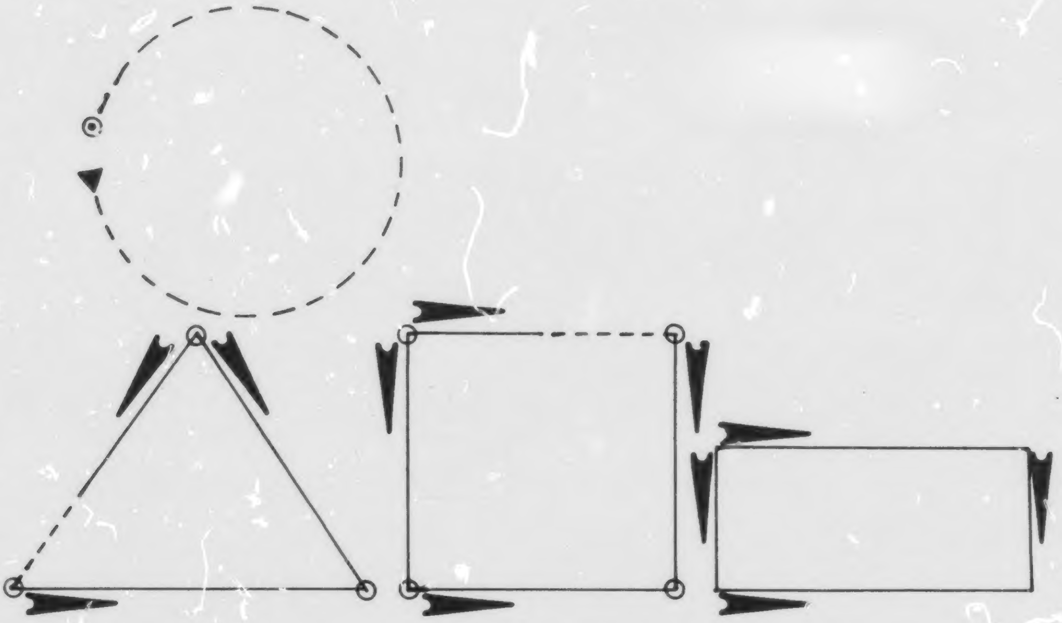
1. Write letters formed with straight lines.
2. Write letters formed with circles and parts of circles.
3. Be able to write letters formed with parts of circles and straight lines.
4. Identify and write letters and simple words.
5. Understand handwriting vocabulary.
6. Develop proper attitudes in handwriting.

Suggested Learning Activities

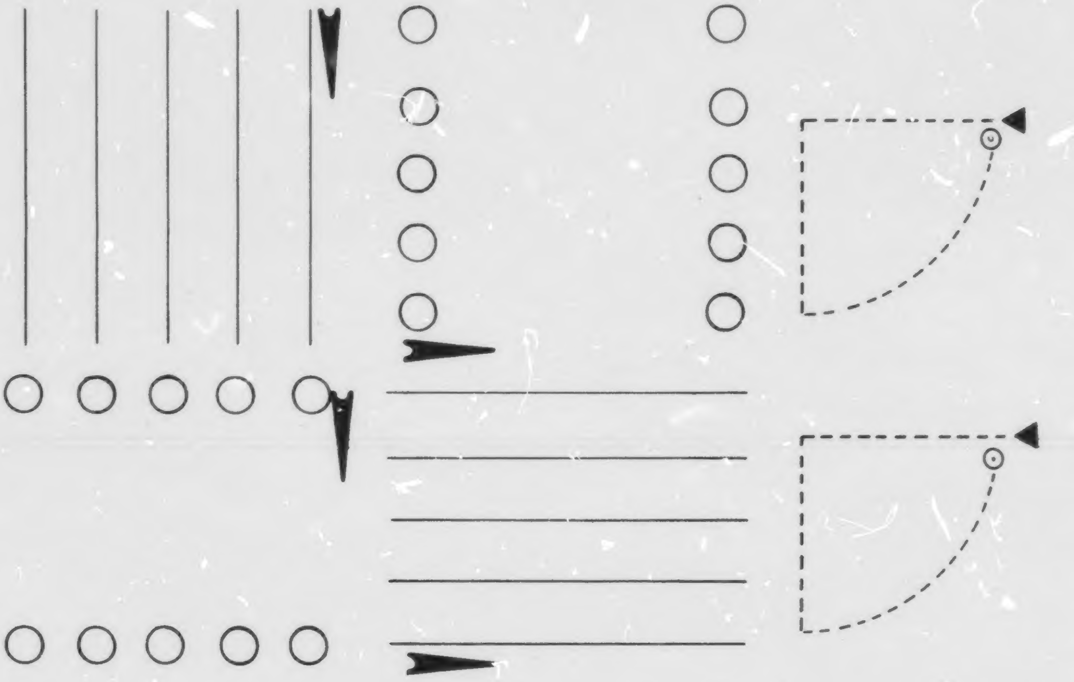
1. Involve children in activities which will strengthen muscles and develop better coordination for handwriting activities. (1)(2)(3)
    - a. Do rhythms, such as skip, hop, slide, run, and jump.
    - b. Play games using large rubber balls.
    - c. Balance on the balance beam.
    - d. Walk an obstacle course.
    - e. Work with modeling clay.
    - f. Use large brushes at the painting easel.
    - g. Weave with rug yarn.
    - h. Do finger painting.
    - i. Use scissors and paste.
    - j. Cut, tear, and fold paper.
2. Give children the opportunity to practice tracing on lines and geometric shapes using a finger or freehand. Use exercises that teach the basic shapes and movements. Examples: (1)(2)(3)(5)

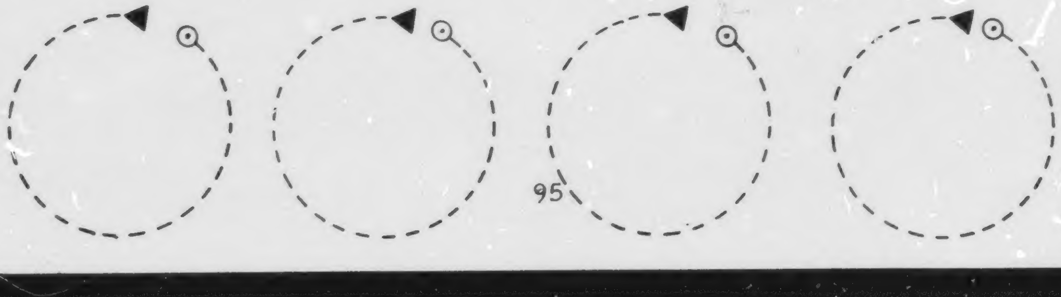




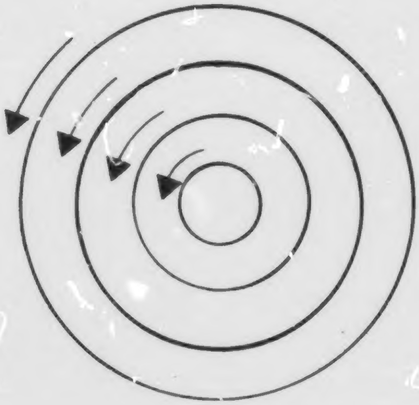


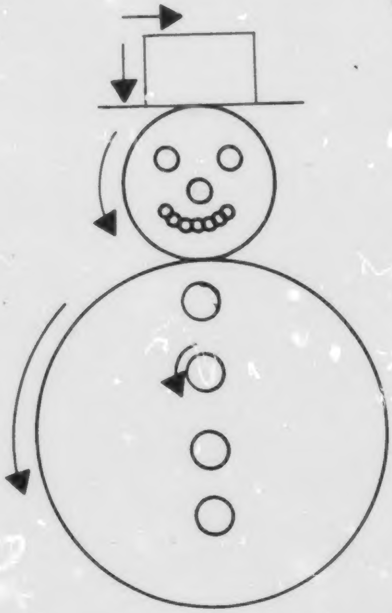
3. Have the pupils make circles, parts of circles, and lines with crayons on paper and with chalk on the chalkboard. Examples: (1)(2)(3)



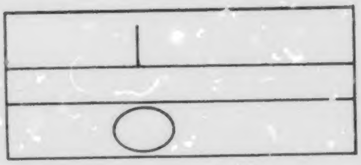


4. Ask children to combine circles and lines into pictures or designs. (1)(2)(3)
Examples:

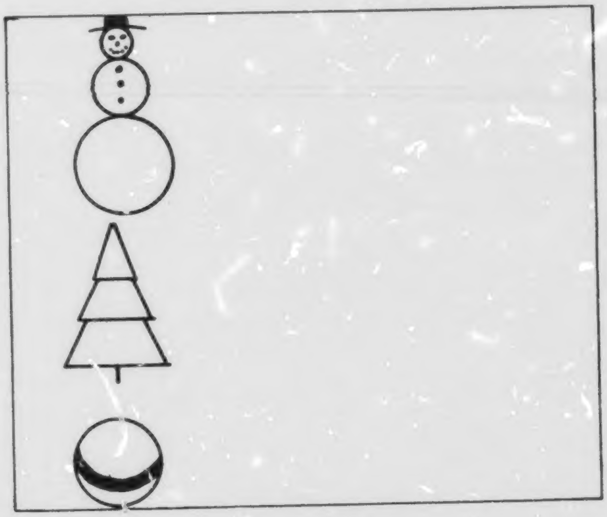




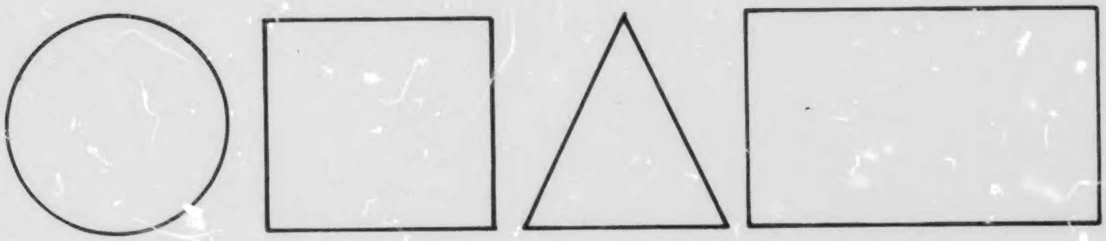
5. Allow the children to go to the blackboard and do exercises, such as (1)(2)(3)(5)
Example:
a. Put a ball on the top of the straight line
b. Put a straight line under the ball.



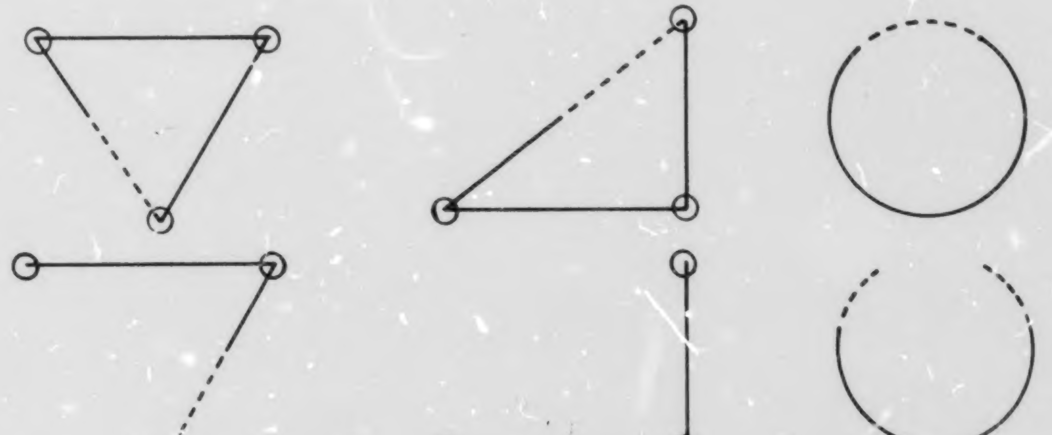
6. Have the pupils make simple objects using lines and circles. Reserve space on the blackboard for the boys and girls to draw. (1)(2)(3)

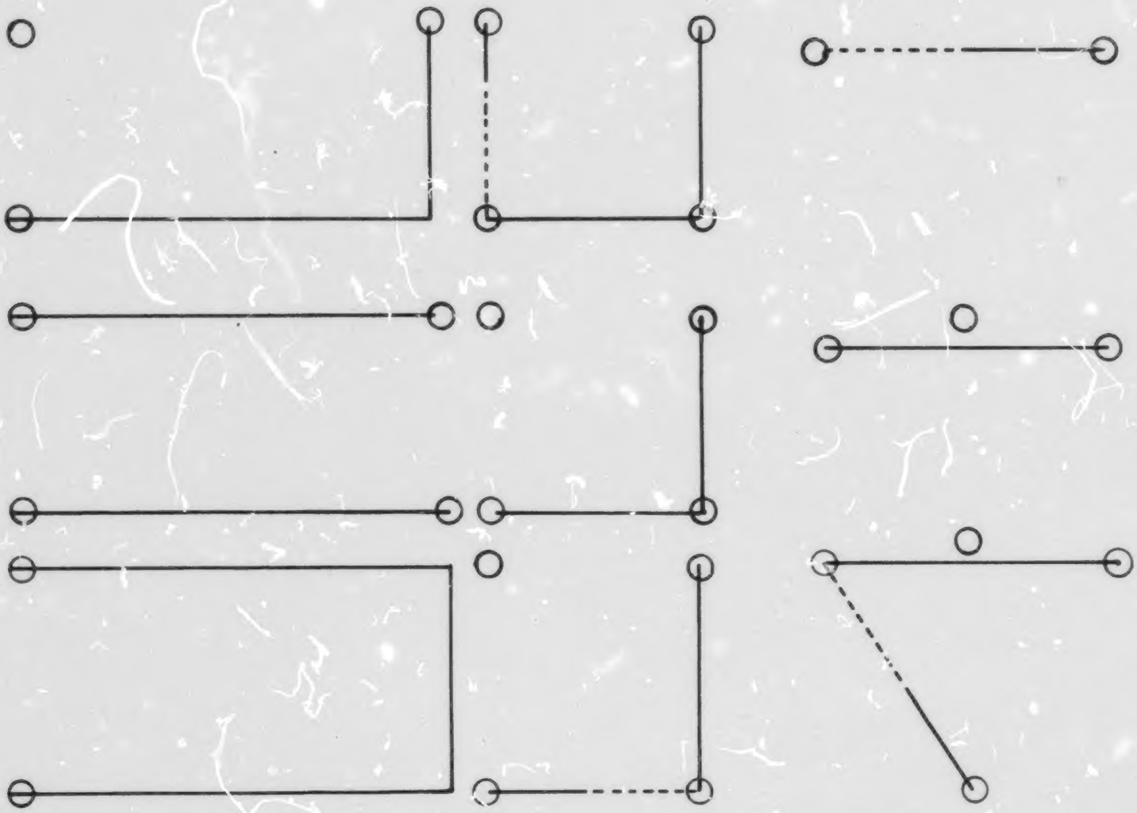


7. Provide opportunities for the children to practice making geometric shapes. (1)(2)(3)

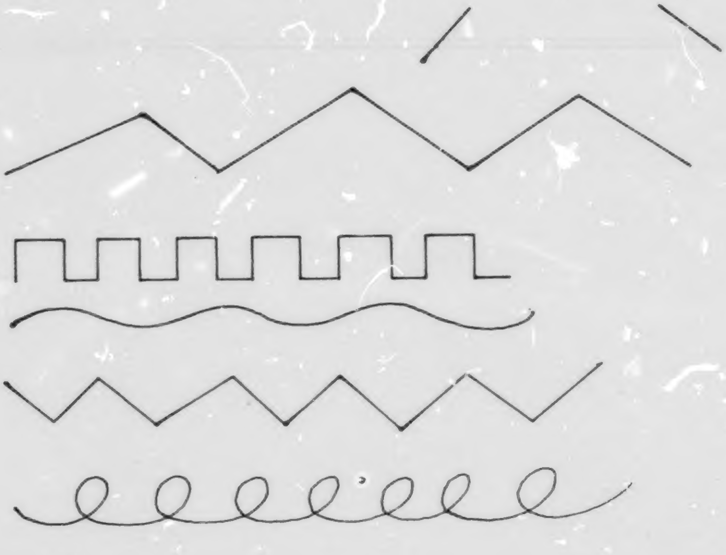


8. Have the children complete geometric shapes, and ask them to verbalize their actions. Examples: (1)(2)(3)

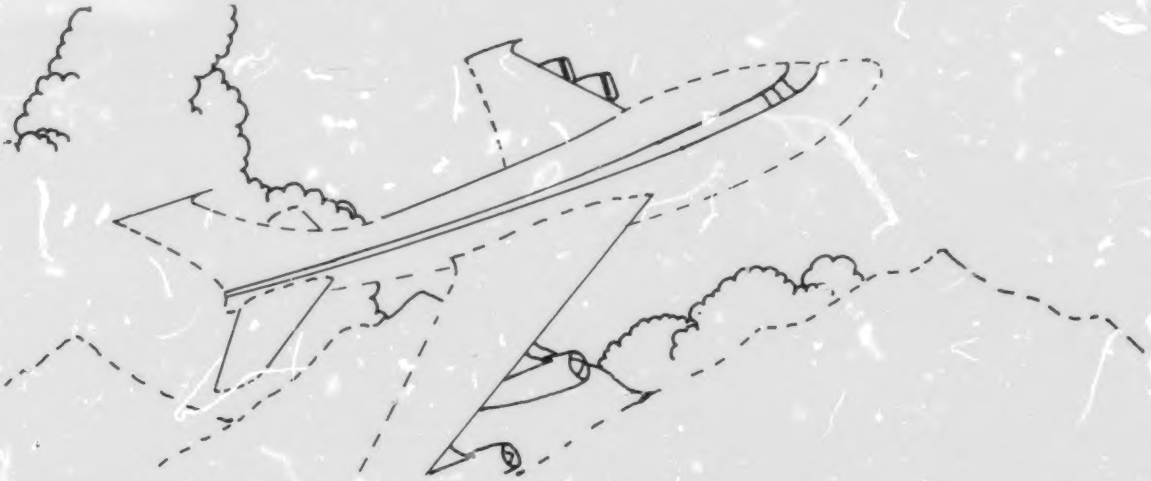




9. After the teacher has started a pattern, permit the children to continue that pattern across the page describing their movement. Ask the children to verbalize the direction of the movement. Example: (1)(2)(3)(5)

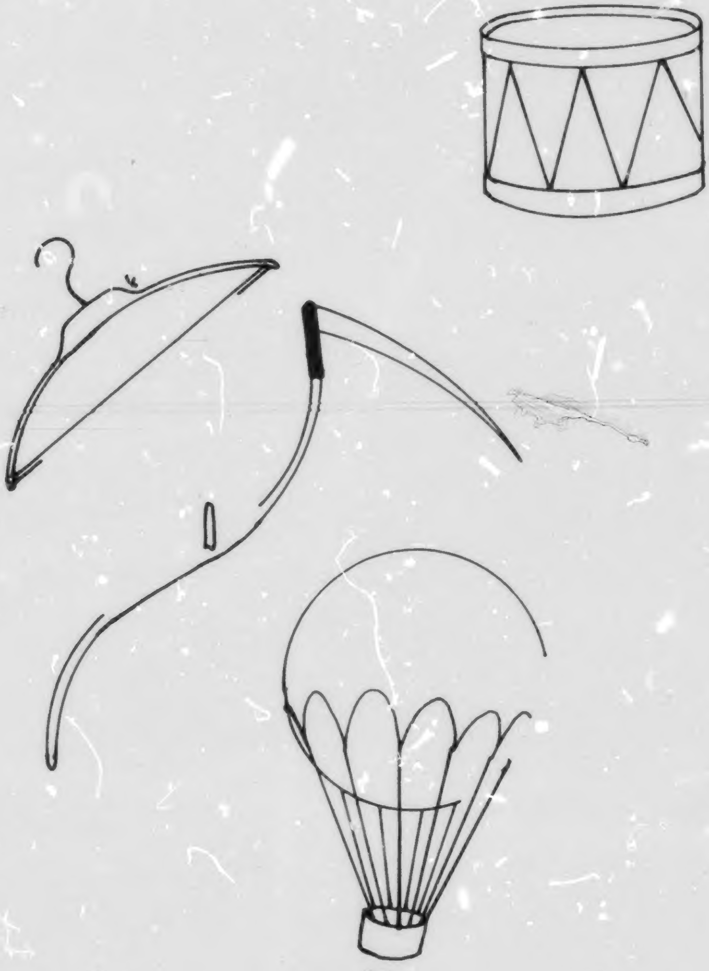


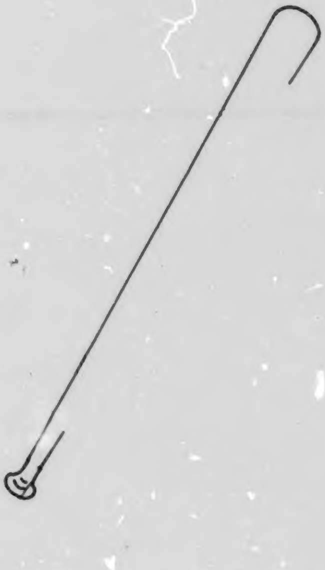
10. Permit pupils to complete a picture by drawing over the dotted lines. (1)(2)(3)

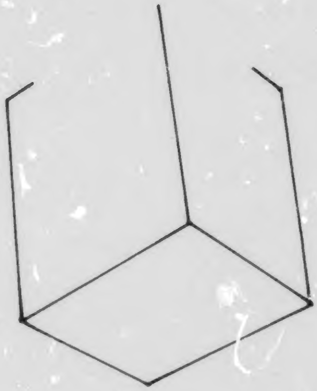


11. Allow pupils to scribble, draw squiggles, and stick figures. (1)(2)(3)

12. Give pupils the opportunity to color pictures, putting in straight lines, slanting lines, horizontal lines, and curved lines. Examples: (1)(2)(3)

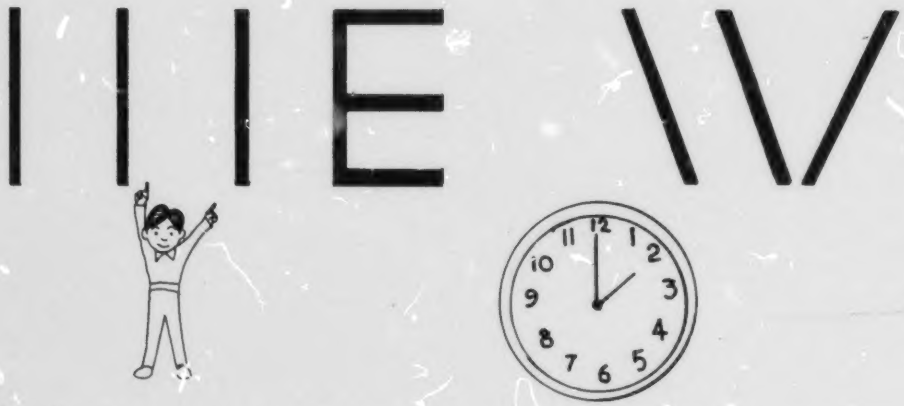






13. Point out to children the left-to-right progression as charts are written. (1)(2)(3)

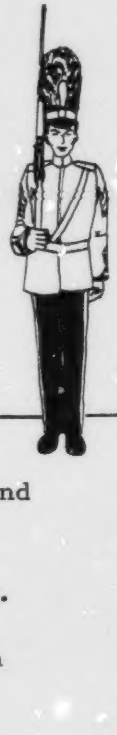
14. Motivate the pupils to practice: (1)(2)(3)(5)
    a. Vertical lines (Begin at the top)
    b. Horizontal lines (Written from left to right)
    c. Slanted lines (Begin at top and written downward)
    d. Circles (Start at the 2 o'clock position)
    Examples;



The Writing Readiness Game

The toy soldier wants to know: (Answer yes or no. (If yes, prove your answer.)

1. Can you make a straight line?
2. Where does the straight line begin?
3. Can you make a slanted line?
4. Where does the slanted line begin?
5. Can you begin at the left and make a horizontal line?
6. Can you make a circle?



15. Allow the pupils to trace tape-marked letters with their hand and eventually with one finger. (4)

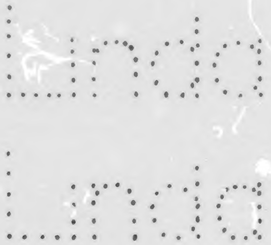
16. Have the pupils identify plastic letters by feeling them in a bag. (4)

17. Give the children opportunities to finger-trace cut letters from cardboard or felt glued to a piece of cardboard. (4)

18. Allow the pupils to make letters with their fingers in a slab of wet clay. (4)

19. Have children trace letters. Let them practice reproducing the letters. Demonstrate how letters are made. Begin with the simplest circle and stick letters. Write the letter on the chalkboard or on chart paper. Repeat the same lesson on paper. As letters are learned they are combined to make small and familiar words. (4)

20. Let the boys and girls trace over dotted lines in learning to write their names. Leave space at the bottom of the page for some children who may be able to write names without guides. Example: (4)



21. Allow the children to first practice exercises at the chalkboard and then at their desks. As letters are learned, they are combined to make familiar words. (4)

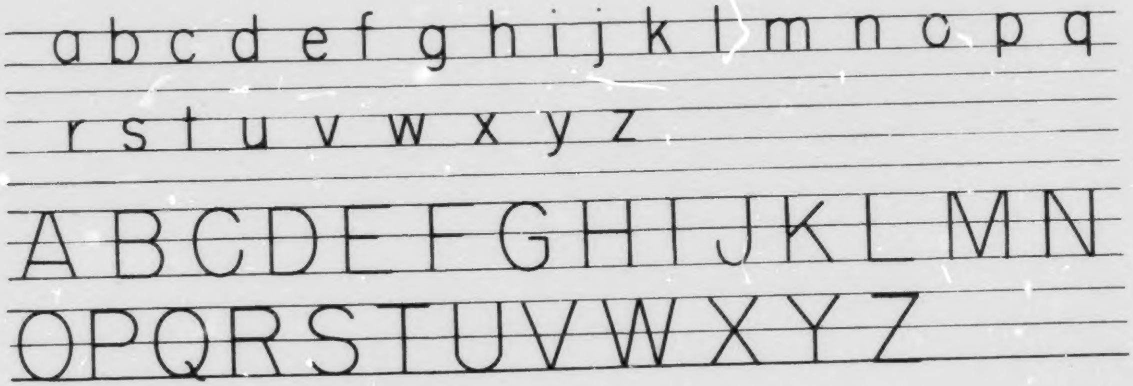
Provide children with the proper writing tools. For the beginning instruction, the pupils may use crayola and unruled paper. As soon as the boys and girls are able to use wide-ruled paper and large pencils, these tools are introduced. The teacher should:

a. Direct what exercises the children are to do.

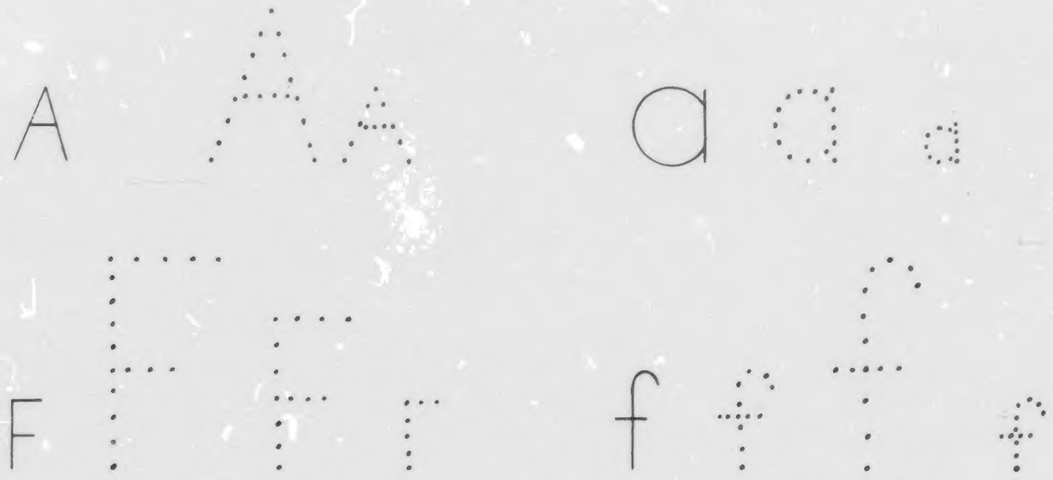
b. Demonstrate how letters are made.

Begin with letters formed with vertical lines, such as the i and l. Then practice letters formed with horizontal lines, slanted lines, circles, and parts of circles.

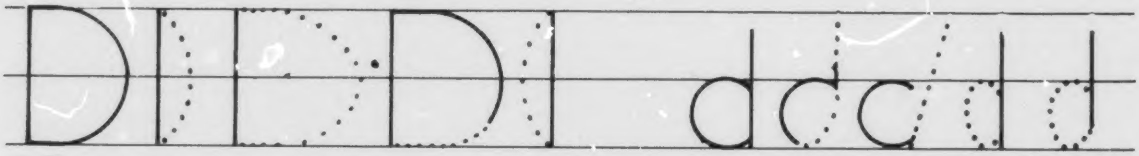
22. Have children use practice sheets consisting of various letters of the alphabet to improve their ability to make these letters correctly. The following chart may be helpful. (4)


a b c d e f g h i j k l m n o p q
r s t u v w x y z
A B C D E F G H I J K L M N
O P Q R S T U V W X Y Z

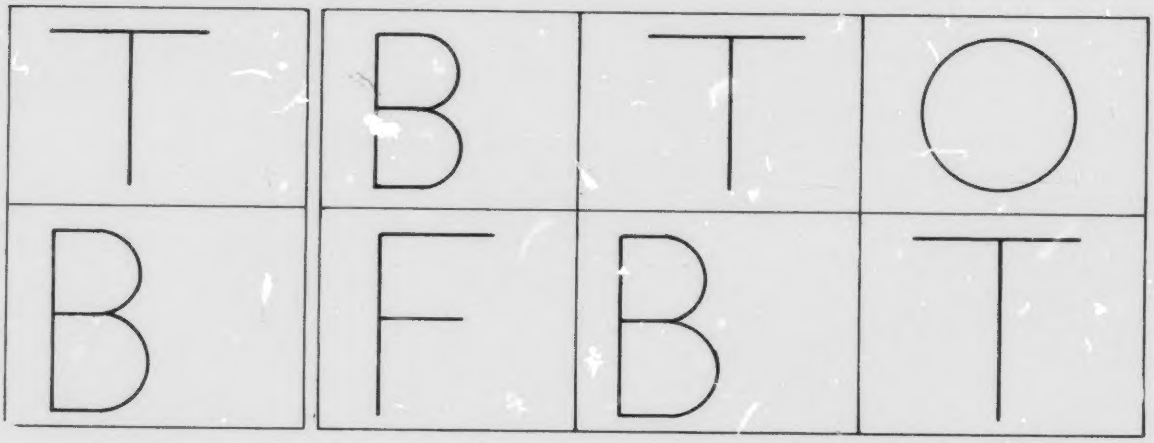
23. Give the children exercises in finding the letter that is the same size as the first letter. Trace over the letter. Examples: (4)



24. Have the pupils rewrite the other letters in order to make the dotted letters look like the first letter. Example: (4)

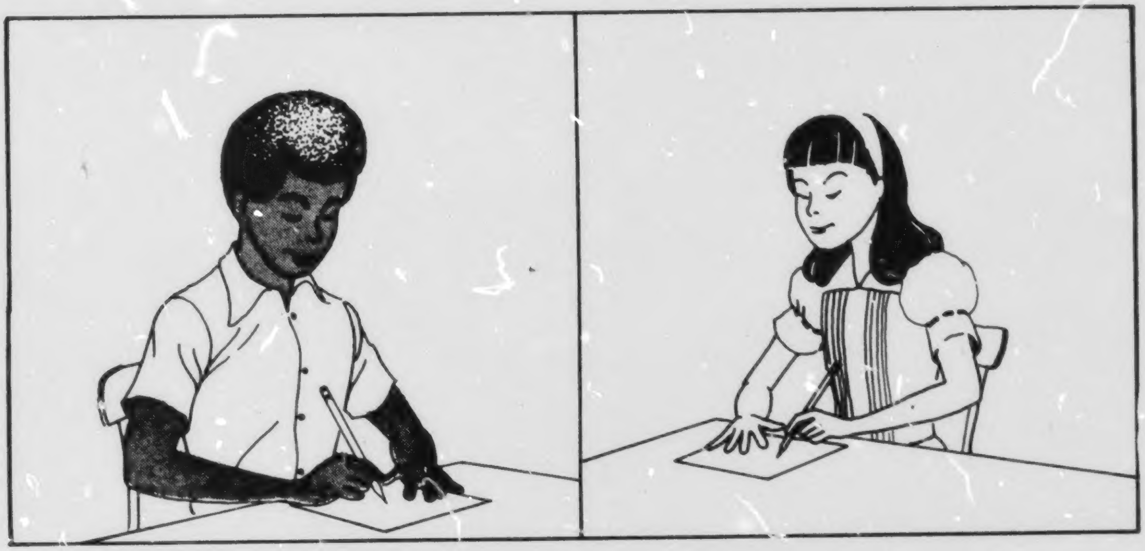


25. Let the pupils circle the letter or letters in each row that is like the first letter in the row. Example: (4)

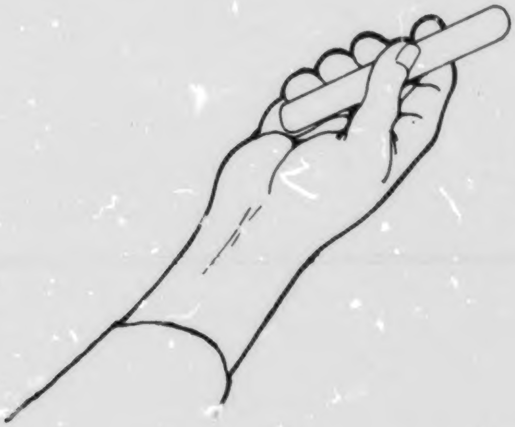


26. Discuss attitudes in handwriting with the class. (6)

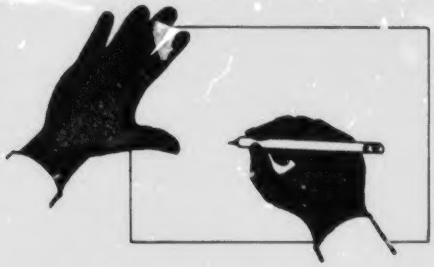
a. Posture

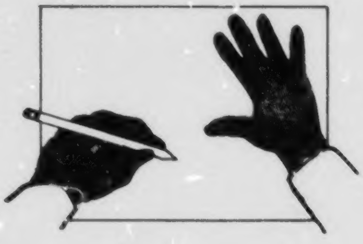


b. Position of chalk when writing at the chalkboard

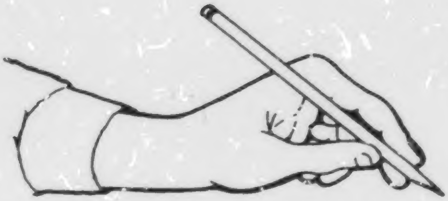


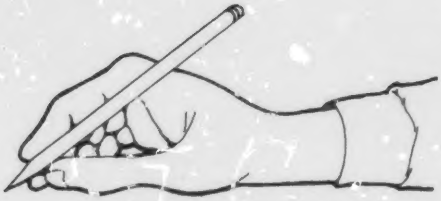
c. Position of paper





d. Position of pencil





27. Talk about the reasons for neat and legible handwriting. (6)

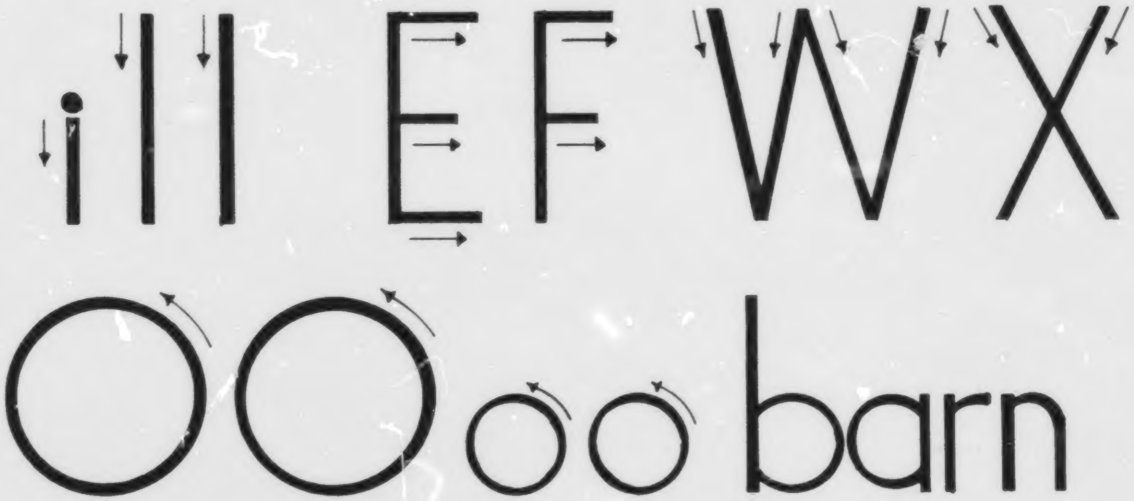
REVIEW

What Have You Learned?

1. The toy soldier wants to know.
   a. Can you make a straight line?
   b. Where does the straight line begin?
   c. Can you make a slanted line?
   d. Where does the slanted line begin?
   e. Can you begin at the left and make a horizontal line?
   f. Can you make a circle?

   Answer yes or no after each question. If the answer is yes, make the line or circle.

2. With your crayon or pencil trace over the letters.


i l l E F W X
O O o o barn

3. Go to the blackboard and demonstrate how you would write your name.

4. At your desk write your name on the paper using the correct posture, position of pencil, and paper.

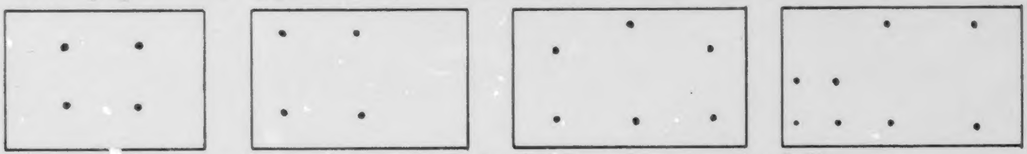
MANUSCRIPT WRITING

Learning Objectives

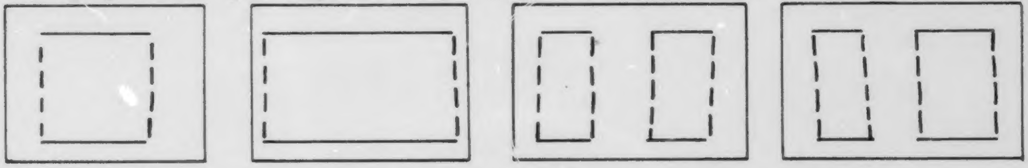
1. Learn all letters according to similarities.
2. Learn to write letters in alphabetical sequence.
3. Learn to write numerals in sequence.
4. Become familiar with the factors essential to good handwriting.

Suggested Learning Activities

1. Have the children practice writing letters which are formed with vertical lines, i and l. (1)
    a. Give pupils the opportunity to connect the dots to make letters.



    b. Let pupils complete geometric designs using vertical lines.

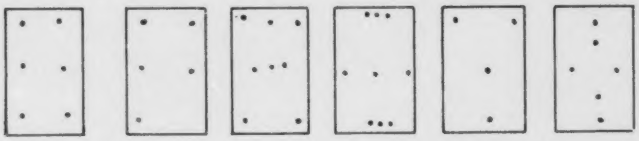


    c. Have children practice the i and l. Give them the opportunity to write words beginning with i and l. Example:

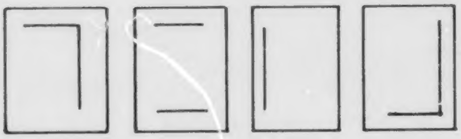
i i i i ice ice in it is

l l l l let let love lip

2. Have the children practice letters formed with vertical and horizontal lines, E, F, H, I, L, T, t. (1)
    a. Give pupils the opportunity to connect the dots.



    b. Let pupils complete a letter.



c. Ask the children questions about the formation of the letters E, F, H, I, L, T, and t. Example:

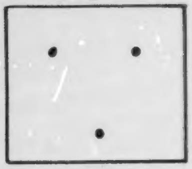
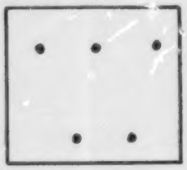
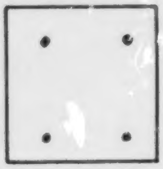
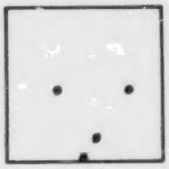
How many horizontal lines are used to make I?
Do we use a straight line to make the F?

d. Give children the opportunity to practice the letters E, F, H, I, L, T, and t. Let them write words beginning with the letters. Example:

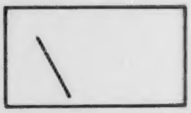
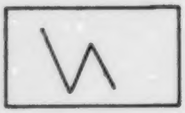
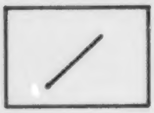
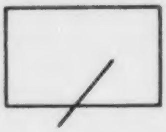
E E E Ethel
F F F Father
t t t to

3. Give the pupils opportunities to practice letters formed with the slanted line- V, W, X, v, w, x, y. (1)

a. Have pupils connect dots to form letters.

b. Let pupils complete a letter by putting in the missing lines.

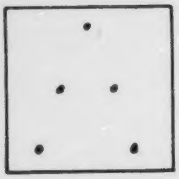
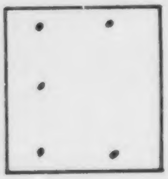
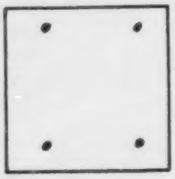
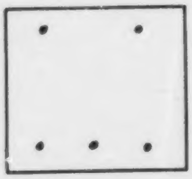
c. Ask each child to go to a grab-bag filled with letters, choose a letter, and write the letter on the chalkboard.

d. Let children practice the V, W, W, v, w, s, and y. Give them the opportunity to write words beginning with the letters. Example:

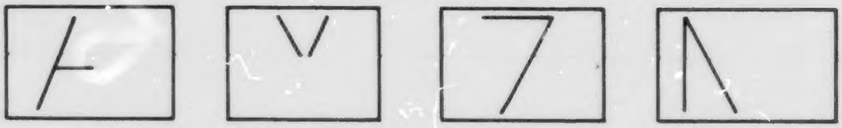
V V Victor
v v vote
W W Will
w w we
X X
x x x-ray
y y yes

4. Give pupils the opportunity to practice letters formed with vertical, horizontal, and slanted lines, A, K, M, N, Y, Z, k, and z. (1)

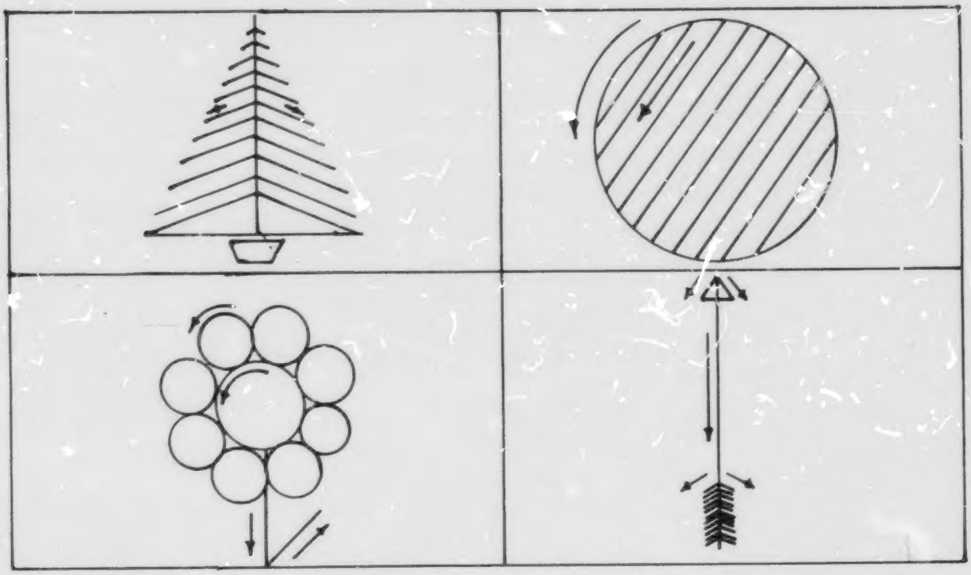
a. Let pupils connect dots to form letters.

b. Encourage pupils to put in the missing lines.



c. Copy pictures from the chalkboard. Use a different colored crayon for the different line; red for vertical lines, blue for horizontal lines, and green for slanted lines. Example:

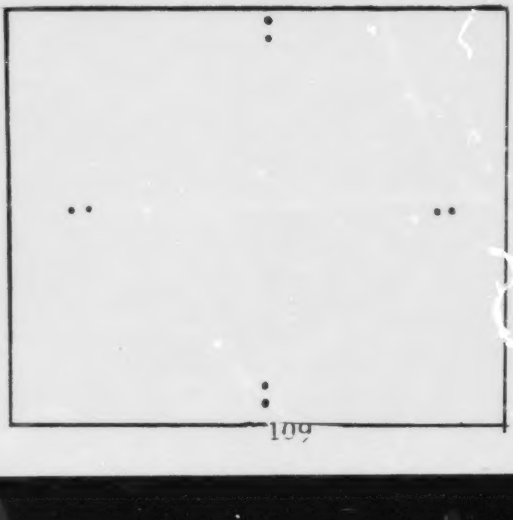


d. Give pupils the opportunity to practice the A, K, M, N, Y, Z, k, and z. Let them write words beginning with the letters. Example:

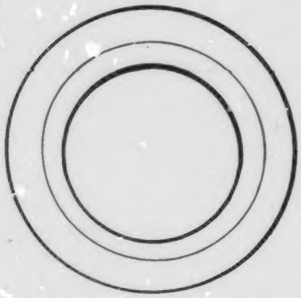
A A Ann
M M Mother
k k king

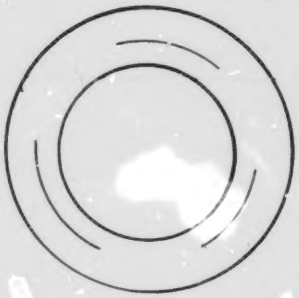
5. Have the children practice letters formed by using circles and/or parts of circles, O, o, C, c. (1)

a. Have pupils make a large circle using the dots to guide their work.



b. Let the children draw a line inside the circle.





c. Give pupils the opportunity to practice the O, o, C, and c. Let them write words beginning with the letters. Example:

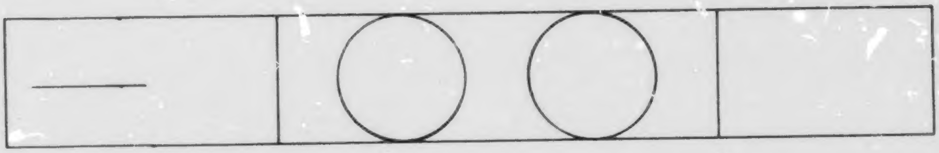
O O O October

o o o open

C C C Cathy

c c c cat

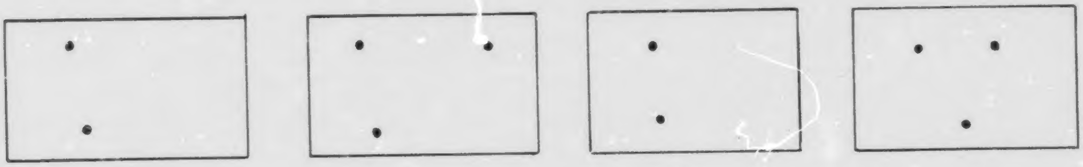
d. Ask the pupils to come to the chalkboard and reproduce the pattern.



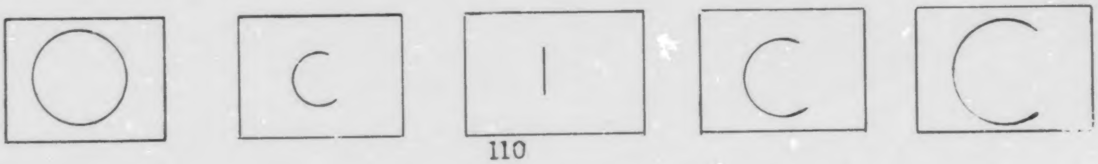
6. Permit the children to practice writing letters which are formed with circles, parts of circles, and with other types of lines- G, Q, a, b, d, e, p, and q. (1)

a. Have the children tell in what ways the letters are alike or different.

b. Give pupils the opportunity to connect the dots to make letters.



c. Let pupils complete a letter.



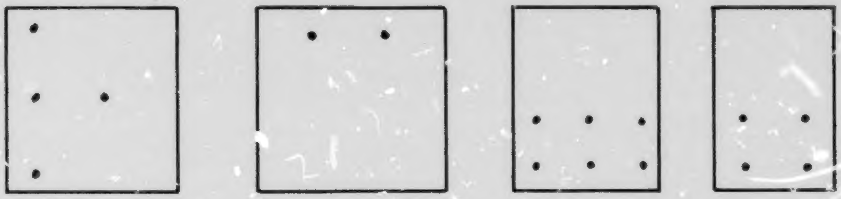
d. Ask questions about the formation of the letters.

e. Give children the opportunity to practice the letters and to write words beginning with the letters. Example:

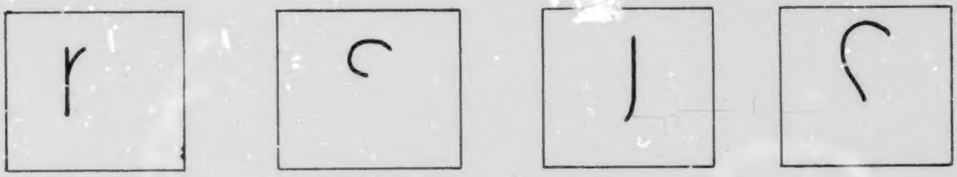
G	G	Gus
a	a	at at
p	p	pit

7. Allow the children to practice letters which are formed with a more complex combination of lines B, D, J, P, R, S, U, f, g, h, j, m, n, r, s, and u. (1)
   a. Let the children verbalize the likenesses and differences of the letters.

   b. Have the children connect dots to make the letters.



   c. Give the pupils an opportunity to complete a letter.

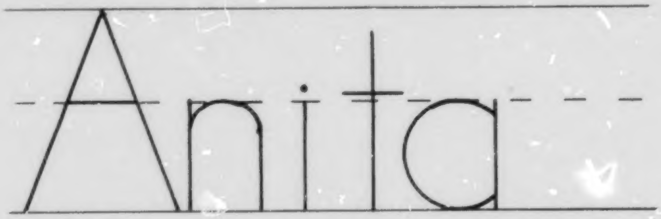


   d. Motivate the children to practice the letters and to write words beginning with the letters. Example:

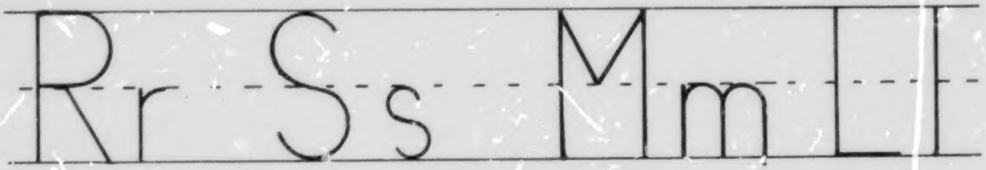
B	B	B	Bob	Bob
m	m	m	man	man

8. Have the children begin to use broken line and solid line paper. Go over the solid line with a finger first and then draw the line with a crayola. (2)

9. Discuss with pupils the sizes of letters. Compare letters. Show pupils that capital letters are two spaces high and that the lower case ones are one space high. (2)



10. Make a set of alphabet cards showing capital letters and the corresponding lower-case letters. Cut the cards apart and match the captial letters with the lower-case letters. (2)



11. Have the children use their alphabet cards to make their names and to make small words. (2)

12. Conduct a treasure hunt in which the children find sets of letters with particular characteristics, such as straight lines, and parts of circles. (2)

13. Motivate the children to write the lower-case letters that are similar to their capitals. Write the list of capitals on the chalkboard. Have each child come to the board and write a lower case letter next to its corresponding capital letter. (2)

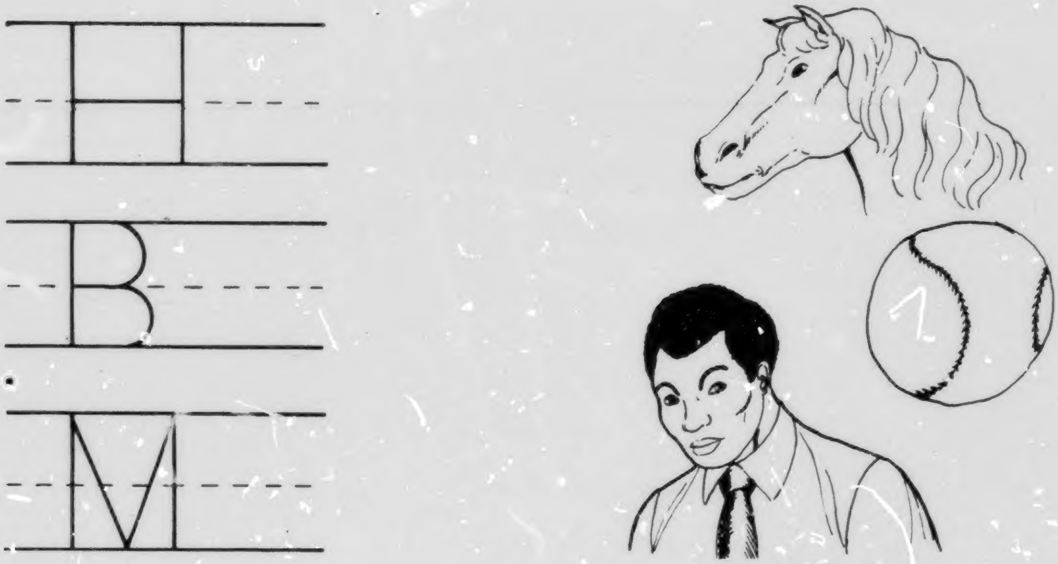
14. Have the children locate specific letters on the alphabet chart. Write the letters as they are located. (2)

Go to the alphabet chart and find the letter _t_.
Write the letter _t_ on your paper.

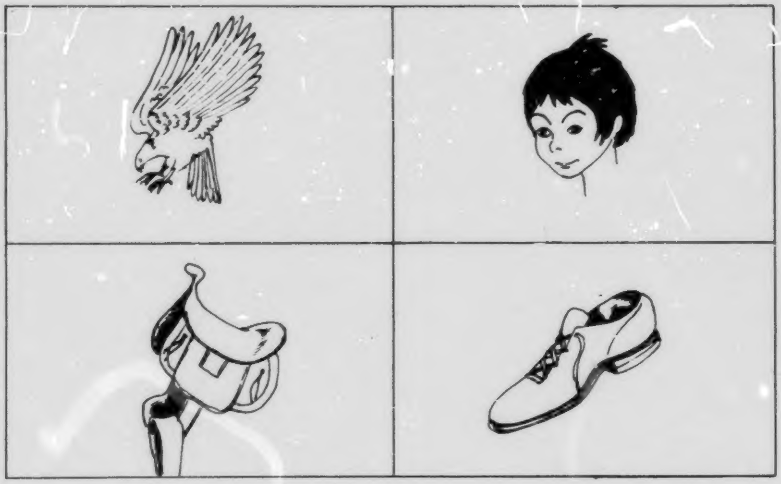
15. Allow the children to find the letters in their name on the alphabet chart. Verbalize their findings. (2)

16. Have the boys and girls put their alphabet cards in alphabetical order. (2)

17. Ask the children to make a list of all the capital letters that they have learned to write. Cut out and paste next to each letter pictures with names beginning with that letter. (2)



18. Instruct the children to write the beginning letter of the picture in the square. Example: (2)



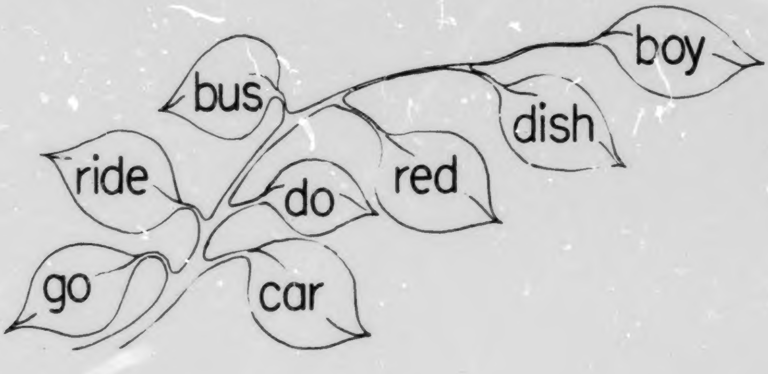
19. Give children the opportunity to draw pictures that begin with the letters in the circle. (2)

20. Have the children match the beginning of the word with the letters. (2)
Example:

Have the children write the words and letters as they see them on the board. Draw a line from each word to the letter in the second column which tells how that word begins.

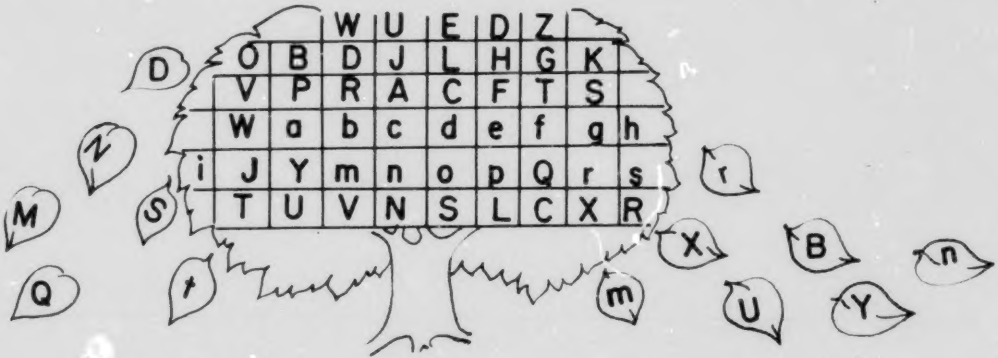
boy	r	car	s
apple	g	food	c
red	b	house	h
girl	a	street	f

21. Allow children to find all the words that begin the same. Color the words. Example: (2)

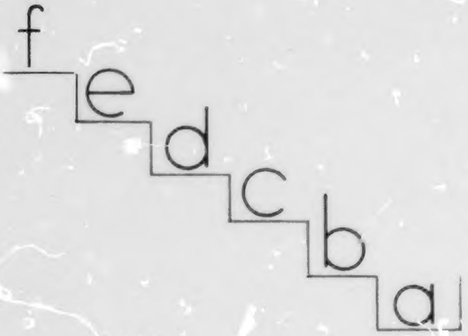


22. Provide opportunities for children to match the capital letters with the small letters. Example: (2)

Mimeograph sheets showing a tree with leaves falling off. Write a letter in each section of the tree and a matching letter in each of the leaves. Have the children find a letter in a leave and the same letter on the tree. Draw a line to the matching letters.

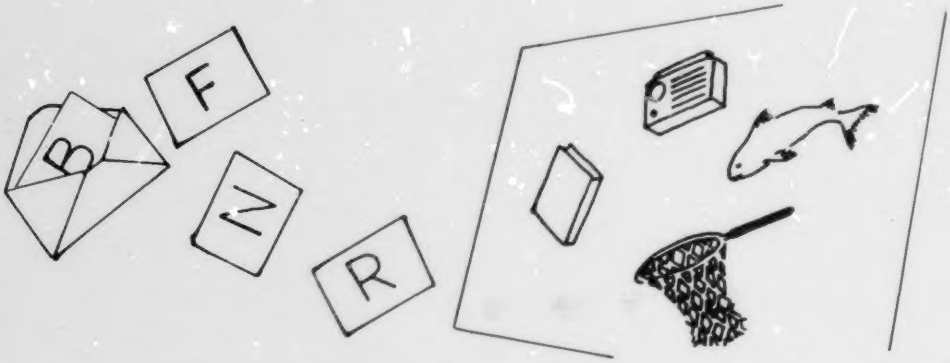

W U E D Z
O B D J L H G K
V P R A C F T S
W a b c d e f g h
i J Y m n o p Q r s
T U V N S L C X R
D
N
M
S
Q
t
r
X
B
n
m
U
Y

23. Have the children write the letters of the alphabet on the stairs. (2)



24. Motivate the boys and girls to match the beginning sound with pictures. (2)
Example:

In an envelope place cards containing letters of the alphabet. Have the children select a card and match it with a picture on the flannel board or a picture on a chart.

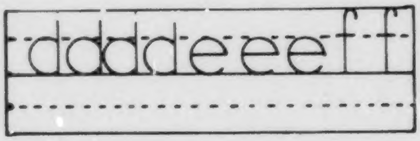


25. Ask pupils to write simple words using combinations of letters, such as it, cat, to, and red. After the children have learned a sufficient number of letters, be sure the children can read the words being written. (2)

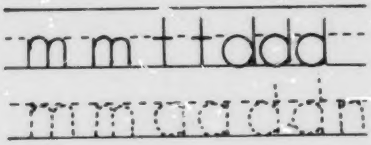
26. Have the children make individual picture dictionaries which include a drawing or picture illustrating a word. (2)

27. Let the pupils practice the letters in manuscript with which they are having difficulty. Give them duplicated material to provide practice. Example: (2)

Children may trace over the letters.



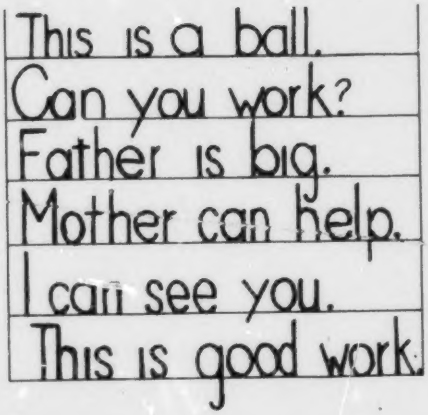
Children may trace over the dotted lines.



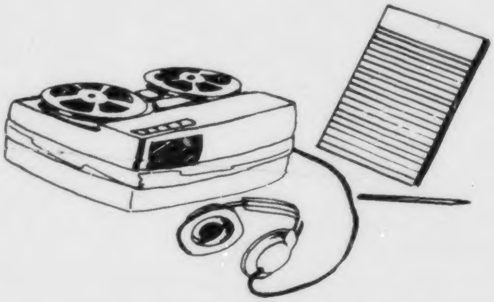
28. Have the children use a tape recorder for practice handwriting. Example: (2)

The teacher should prepare tapes which can be used by one or several children. The tapes should contain simple sentences which the children can read. Each sentence is on the tape in the following manner:

"Sentence one is: This is a ball period. Leave a two-finger margin. Make the number one from the top to the bottom dark line. Period. Leave a one-finger space-- This--Capital T--go across the top, come down to the line. H--next to the T go down, come back up to the dotted line and around. i--come down from the top--dot the i. s--go around, go around--touch both lines. Leave a one-finger space." Continue with the directions until the sentence is completed.



This is a ball.
Can you work?
Father is big.
Mother can help.
I can see you.
This is good work.



29. Give the children exercises where they may complete a sentence with a few words. (2)

COMPLETING SENTENCES

Are you a ______________________________?(boy, girl)

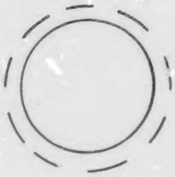
Where is the ____________________________?(book, pencil)

Mary likes to ___________________________.(play, run)

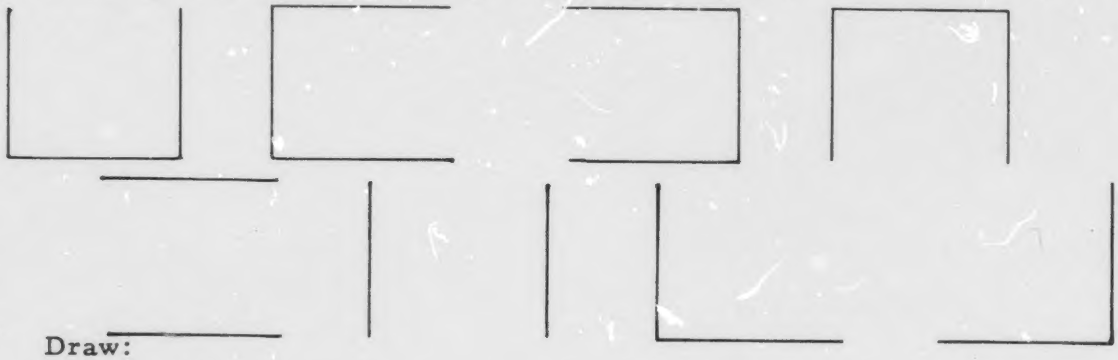
Billy is going to ________________________.(school, play)

30. In preparation for writing numerals have the children make shapes freehand. (Circles, squares, corners of shapes, curves, and rectangles.) Example: (3)

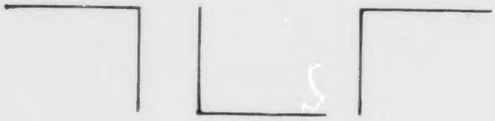
a. Using a penny or a checker as a guide, draw a circle around the penny and close to it without touching it.



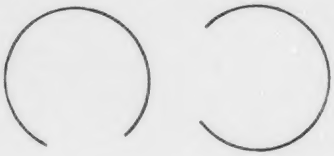
b. Starting with each of these figures, make a square.



c. Draw:
1) two big circles
2) two little circles
3) two big squares
4) two little squares
5) two corners of each shape



6) two curves of each shape



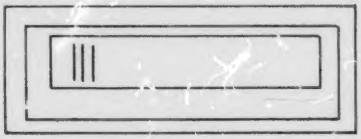
31. Let children practice writing numerals in the air. (3)

32. Let the children write the numerals in frames. (3)

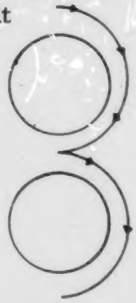
a. Begin with the number 1.

b. Make a seven with the down stroke longer than the stroke across.

c. Then proceed to the 4, 2, 6, 5, 9, 3, 8, and 10.

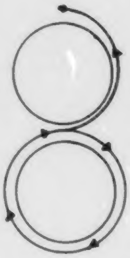


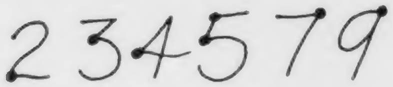
33. Have the children practice writing the 3 by putting two coins or checkers on the paper, one above the other, a little distance between them. With a pencil, go around the coins or checkers on the right only, without touching them. (3)



34. To practice writing the 8, have the children put two coins on the paper, one above the other, a small distance between them. Start at the heavy dot and follow the arrows half way around the top circle, all the way around the bottom circle, and the rest of the way around the top circle. (3)

35. In writing numerals, stress that 1, 6, 8, and 0 are made with a continuous motion. The numerals 2, 3, 4, 5, 7, and 9 are made with motions interrupted at the dots indicated. (3)





36. Give the boys and girls the opportunity to verbalize as they make numerals. Example: (3)

Number 4

a. Straight line down

b. Half space tall

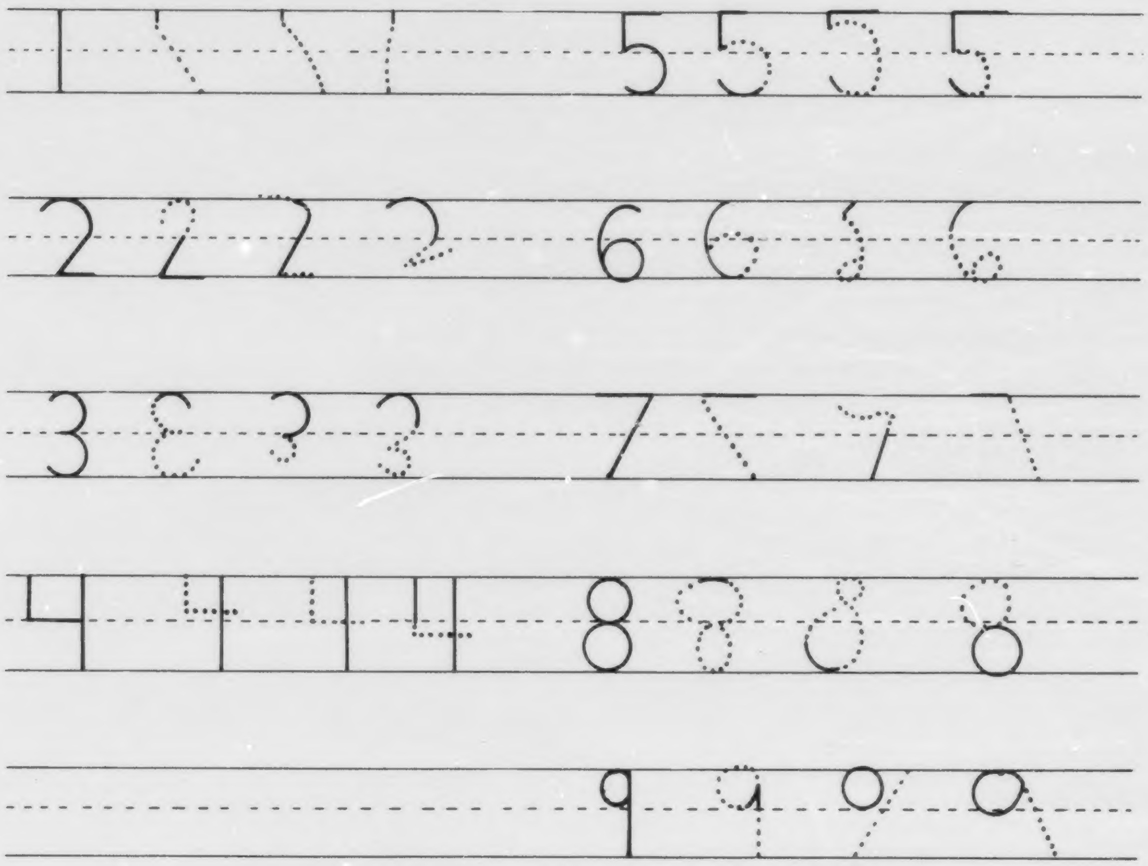
c. Bar to the right

d. Straight line down

e. Whole space tall

37. Instruct children to write numerals the same height as capital letters. Lift pencil slightly after each stroke. (3)

38. Ask the children to make the numeral with dots look like the first numeral. (3)



39. Have the children practice writing numerals in sequence. They may have a chart with the numerals on their desk. (3)

1 2 3 4 5 6 7 8 9 10

40. Give the children opportunities to practice writing numerals. (3)

Divide a board into squares. In each square write a numeral from one to ten.

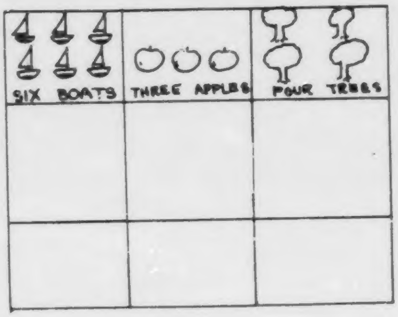
Example: Have the children divide a piece of paper into nine squares.

Ask the children to look at the first numeral in her square. If the number is 6, ask the children to make objects in their first square and then make a number 6.

The other squares should be done in the same manner.

Have children color their pictures.

6	4	3
7	9	7
8	1	5



41. Ask the children to connect numerals, with a straight line. (3)

NUMBER GAME

Example: Give the children a ditto sheet of paper with numerals arranged in the following manner:

1 2 3

4 5 6

7 8 9

Ask the children to connect 3, 5, and 7 with a straight line.
Repeat the direction using other numerals.
Children may make up their own number game.
Ask the children to write these numerals on the back of their paper.

42. Provide opportunities for the children to make well formed numerals in their daily mathematics lessons. (3)

43. Discuss with the children the proper attitudes in handwriting. (4)

a. Posture:
1) Help the child find a comfortable handwriting position.
2) Allow for ease of movement and producing a minimum of muscle strain.
3) Sit comfortable with shoulders slightly forward.
4) Push hips back in the chair.
5) Face the desk squarely.
6) Keep both feet flat on the floor.
7) Keep both forearms on the desk.
8) Keep the forearm of the writing hand resting on the desk to provide support for the free-swinging forearm movement to be used to write the letters.
9) Keep the sheet of writing paper directly in front.

b. Position of paper:
1) The practice paper is placed straight on the desk for manuscript writing.
2) All vertical strokes begin at the top and are drawn straight down toward the body.
3) The letters are made separately and the pencil is lifted at the end of each stroke.
4) There is very little difference, except in how the pencil is held whether the writing is done with the right or the left hand

c. Position of pencil:
1) The pencil should be held loosely.
2) The writing hand should be kept well below the line of writing.
3) Pupils should have plenty of practice writing at the chalkboard before writing in the smaller size on paper.
4) A left-handed pupil should hold his pencil farther away from the point-an inch or an inch and a half from the point is satisfactory.
5) A left-handed pupil, should be seated so that the light comes over his right shoulder.

44. Discuss with children the factors essential to good handwriting. (4)

a. Size

All similar letters should be the same height. Captial and tall letters are a little less than a full space high. Small letters are one-third of a space high.

b. Slant
All letters should be uniformly slanted to the right and parallel to each other.

c. Shape (Form)
Each letter should be similar to the models.

d. Spacing
There should be uniform spacing between the letters in a word, and uniform spacing (the width of a small o) between words.

e. Sitting on the base line (Alignment)
All letters should touch the base line.

f. Style
Neatness, clean work, and proper margins are important. There should be no erasures or rewriting of the letters.

1) Suggest to children that they use the width of a finger, pencil, or crayon between words as an aid in learning to space words properly.
2) Ask pupils to analyze and compare their handwriting with a duplicated same sheet of good, legible handwriting. Let the children verbalize which letters were formed correctly and which letters were formed incorrectly.
3) Have the children evaluate each other's written materials for legibility. Children may attempt to read the written work of others.
4) Let the children keep a progress chart in handwriting. At the end of each month they may check the square in which the handwriting is satisfactory. If the handwriting is not satisfactory, the square may be colored to indicate improvement is needed.
5) Give the pupils the opportunity to write words:
    book
    little
    tall
    school

Let them check their handwriting with the chart.

book

little

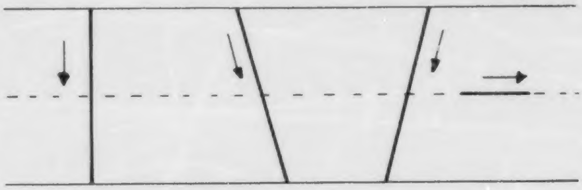
tall

school

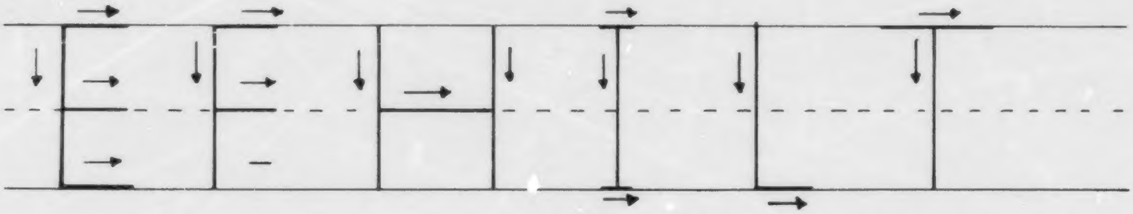
(6) Discuss with the children important points to remember when writing capital letters and small letters. The charts may prove helpful to the teacher and pupils.

IMPORTANT POINTS TO REMEMBER WHEN WRITING CAPITAL LETTERS

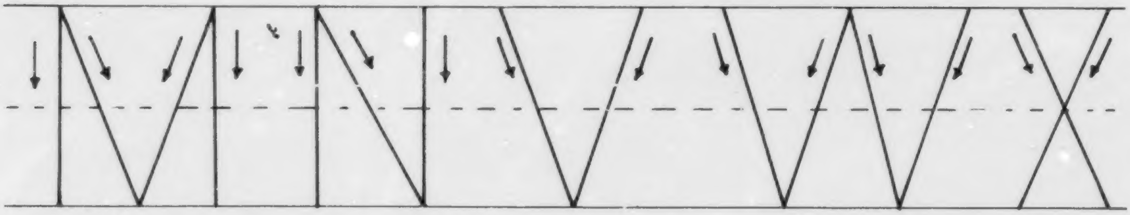
1. All vertical lines start at the top.
2. Slant lines start at the top.
3. Horizontal lines start at the left.



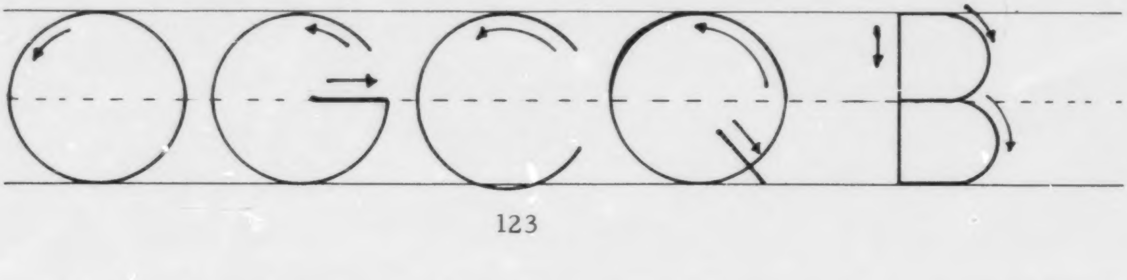
4. These captial letters are formed with vertical and horizontal lines. Each stroke is made separately. The vertical line (or lines) of a letter are written first. The horizontal lines are then written, starting with the top horizontal stroke.



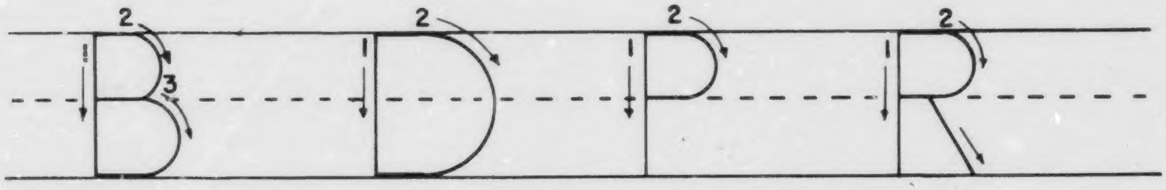
5. These capital letters are formed with vertical and slant lines or slant lines only. If a letter has vertical lines, they are written first. The slant lines are written, starting at the left.



6. In writing letters with complete (or nearly complete) circles, the most important points to remember are that the letters start at the 2 o'clock position and are written to the left (in a counter-clockwise direction). Any slant or horizontal lines are made after the circle has been made.

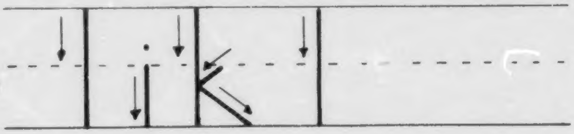


7. In writing letters with vertical lines and parts of circles, the most important points to remember are that the vertical strokes are written first. The parts of circles are written to the right (in a clockwise direction). Any slant line is a separate stroke written after the circle has been made.



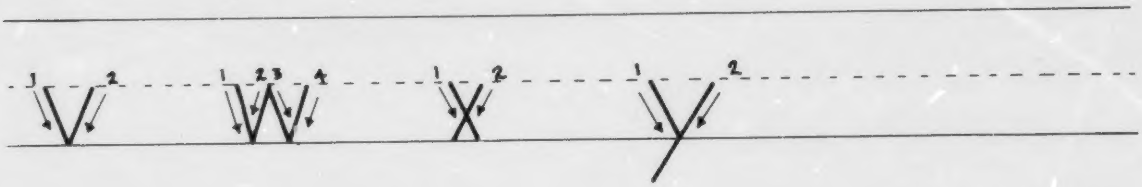
IMPORTANT POINTS TO REMEMBER WHEN WRITING SMALL LETTERS

1. All vertical letters start at the top. Each stroke is made separately.

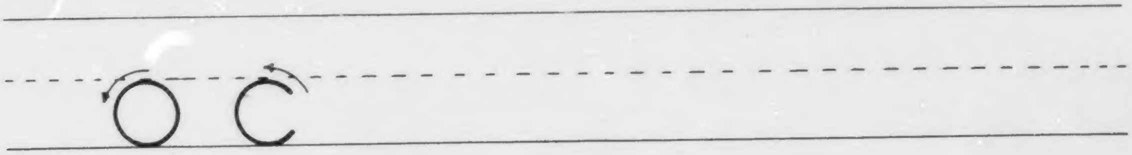


2. Small letters, like i, are half a space high. Tall letters, like l and k, are written a full space high in the first grade. (Exception is t which is only two-thirds of a space high.)

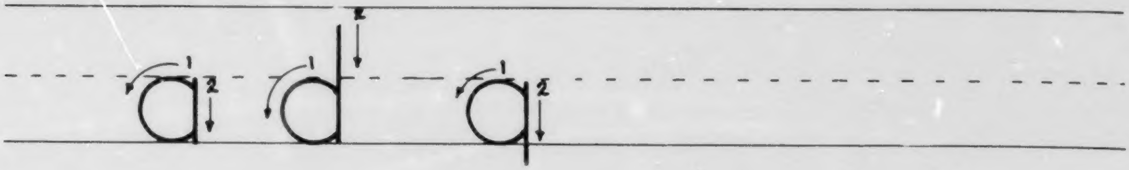
3. These small letters, that are formed with slanted straight lines, are written with separate strokes. Each stroke begins at the top (half a space high.). The strokes proceed from left to right, such as



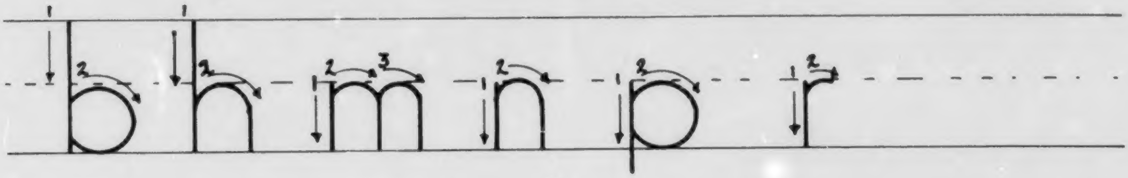
4. The only letter formed as a complete circle is o. The stroke starts at the 2 o'clock position. The small c also starts from this position.



5. When writing letters that are formed with a part of a circle, similar to c, and a vertical line in which the circle part comes first (to the left of the vertical line), the circle is written first. Starting at the 2 o'clock position and proceeding to the left in a counter-clockwise direction, such as



6. When writing letters that are formed with a vertical line and a part of a circle in which the vertical line comes first (to the left of the circle part), the vertical line is written first. The circle part starts in the 10 o'clock position and proceeds to the right in a clockwise position, such as



REVIEW

What Have You Learned?

1. Take the handwriting test below. Score your test.

The quick brown fox
jumps over the lazy dog.

IN MY TEST	MY HANDWRITING SHOWED:	Good	Needs to Improve
1.	Each letter written the correct size (height).		
2.	Each letter written the correct shape (width).		
3.	All vertical strokes straight and tall.		
4.	All round strokes round.		
5.	Each letter resting on the base line.		
6.	The letters in each word spaced evenly.		
7.	The spaces between words about the width of a small o.		
8.	Each small letter just touching the guide line.		
9.	Each captial and tall letter starting a little below the top line.		
10.	The i and j dotted and the t crossed.		
11.	The first word of the paragraph indented.		
12.	The first word in the sentence beginning with a capital letter.		
13.	A period at the end of the sentence.		
14.	The tails of g, j, p, q, and y the correct length.		
15.	All the writing neat and clean.		

2. Write the numerals in sequence. Compare your writing with the chart on your desk.

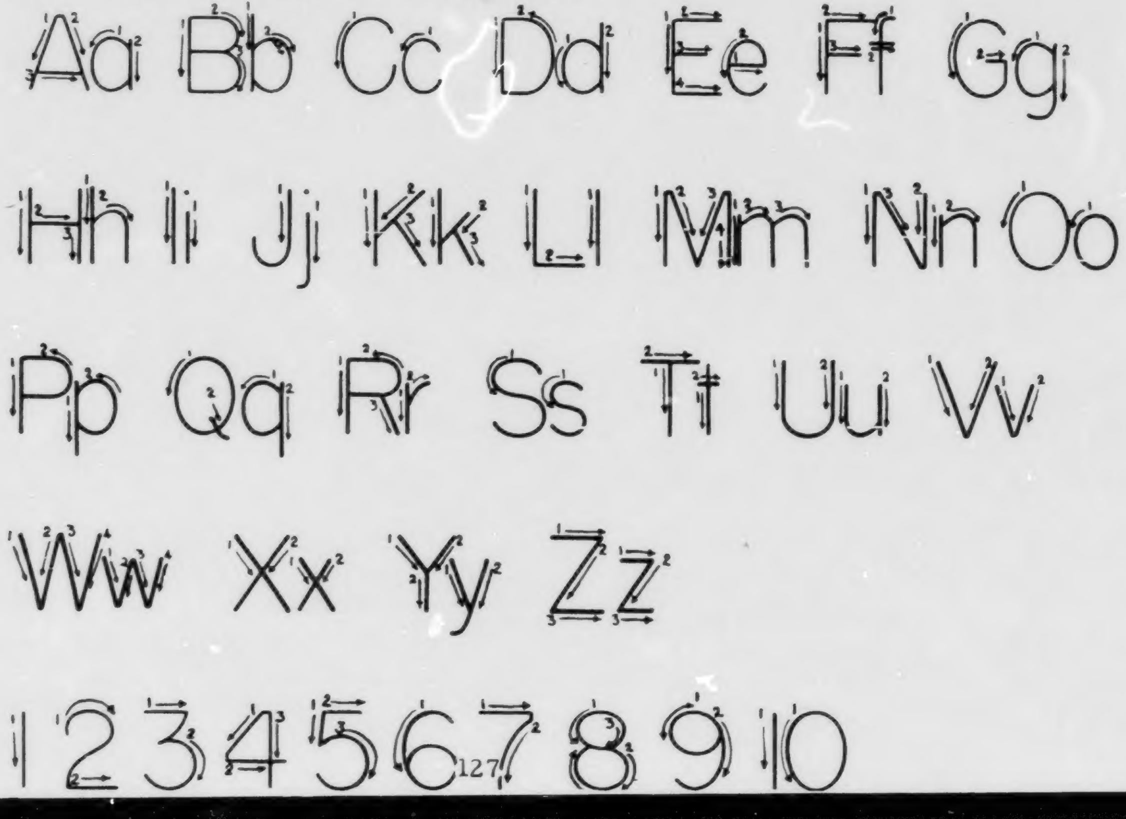
READINESS FOR CURSIVE WRITING

Learning Objectives

1. Write all letters of manuscript alphabet from memory.
2. Reduce the size of manuscript letters.
3. Understand that manuscript writing is vertical and cursive writing is slanted to the right.
4. Develop proper attitudes for cursive writing.

Suggested Learning Activities

1. Have the pupils observe the handwriting chart. (1)
    a. Discuss the similarities and differences of the capital letters.
    b. Discuss the similarities and differences of lower-case letters.
    c. Write all the capital letters in sequence.
    d. Write all the lower-case letters in sequence.
    e. Write the numerals in sequence.



(1)

2. Review with the class the meaning of words, such as

   a. Straight lines (strokes)

   b. Horizontal lines (strokes)

   c. Slanted lines (strokes)

   d. Circles

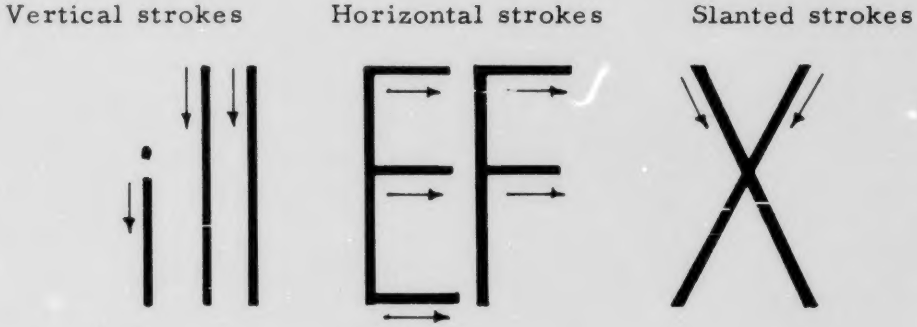
   e. Parts of circles

   f. Top line

   g. Guide line

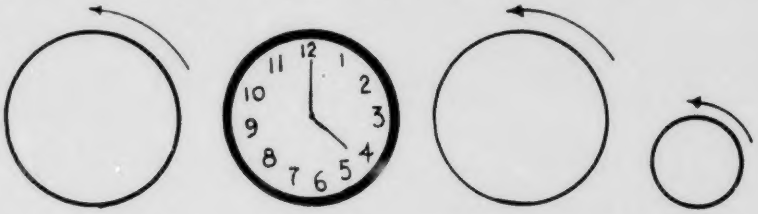
   h. Base line

Straight line:



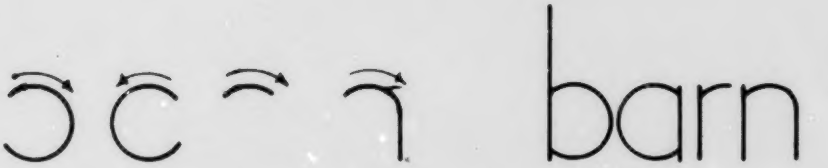
Circles start at the 2 o'clock position and are made to the left.

Circles:



Each stroke is made separately. Lift your pencil a little after each stroke.

Parts of circles:



This is the top line.

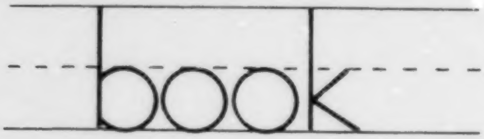
This is the dashed guide line.

This is the base line.

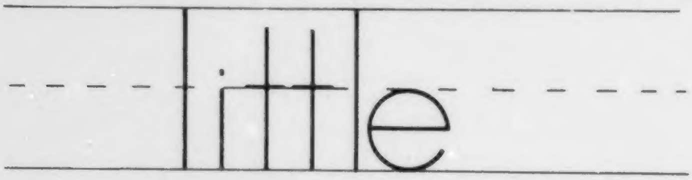
3. Review with the boys and girls the factors essential for good handwriting, such as (1)

a. Spacing

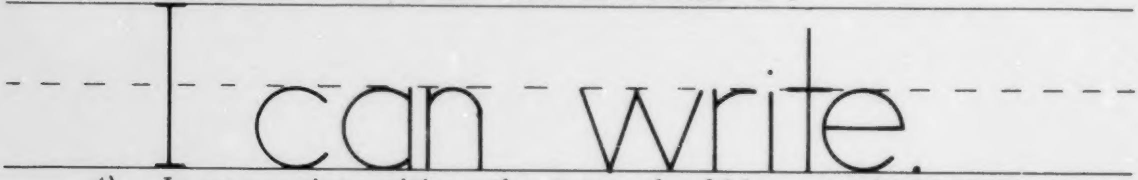
1) The round letters in a word are written closely together.



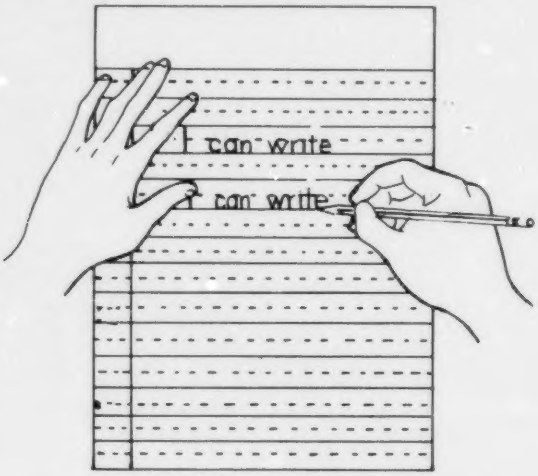
2) Straight letters need a little more space between them.



3) When the pupils write on rule paper with the tall letters one inch high, the space of one finger is left between words. This will be about the width of a small "o".



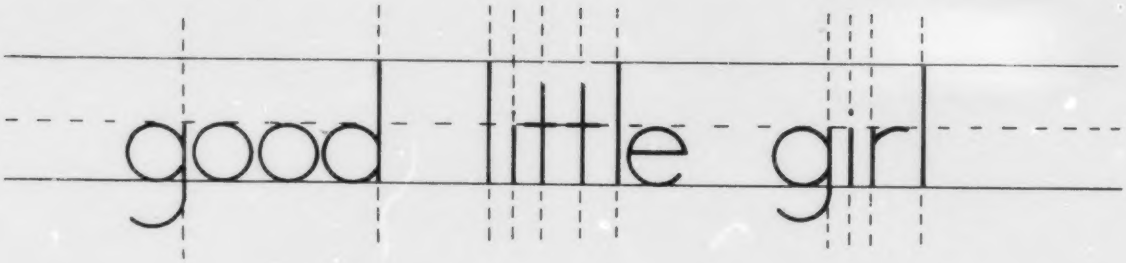
4) In manscript writing, the paper should be straight in front of the pupil. It is pushed upward on the desk as the writing continues down the page.



b. Line formation

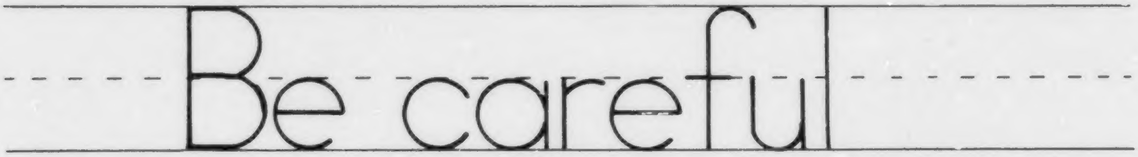
1) Keep the round letters round and the straight letters straight.
   a) The pupils may check their straight letters by drawing dotted lines with a ruler through their vertical strokes.
   b) The lines should be extended to make sure that the vertical strokes are straight and parallel.

2) Let the pupils discuss the words on the chart.

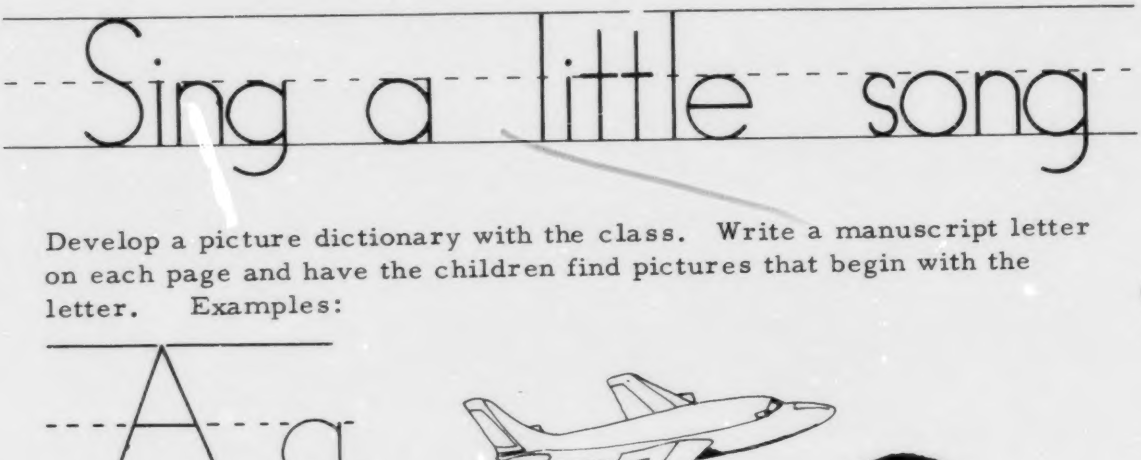


a) Alignment
   i) All the letters in a line of writing should rest on the base line.

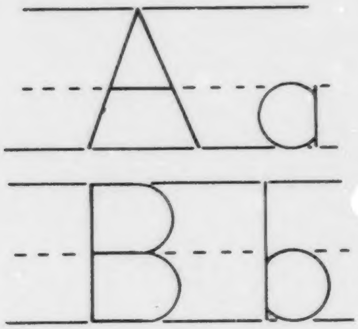
   ii) To be neat and legible, all writing should have uniform alignment.

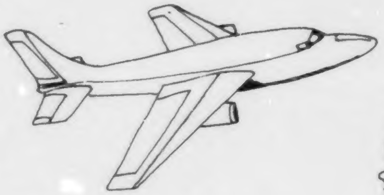


b) Letter formation
   i) Have the individual letters correctly formed and in proper proportion to each other.
   ii) Discuss the formation of the letters on the chalkboard.



4. Develop a picture dictionary with the class. Write a manuscript letter on each page and have the children find pictures that begin with the letter. Examples: (1)





5. Ask the pupils to write in manuscript sentences on practice paper. Then discuss the results. Examples: (1)

   a. We are in school.

   b. The class is having a handwriting lesson.

   c. What do you think of my handwriting?

6. Have the pupils identify the types of handwriting seen on the blackboard, manuscript and cursive. (2)(3)

   hear hear

   son son

   Ask them to identify what differences they see in the writing.

7. Discuss reasons pupils may wish to learn to write a new way. (2)(3)

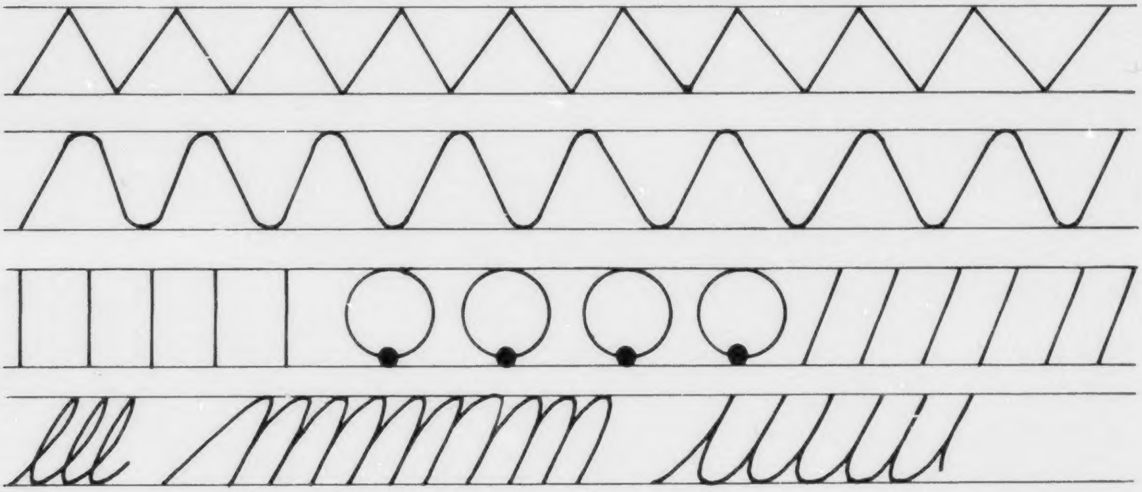
8. Direct the children to do the following exercises to prepare for cursive writing. (2)(3)

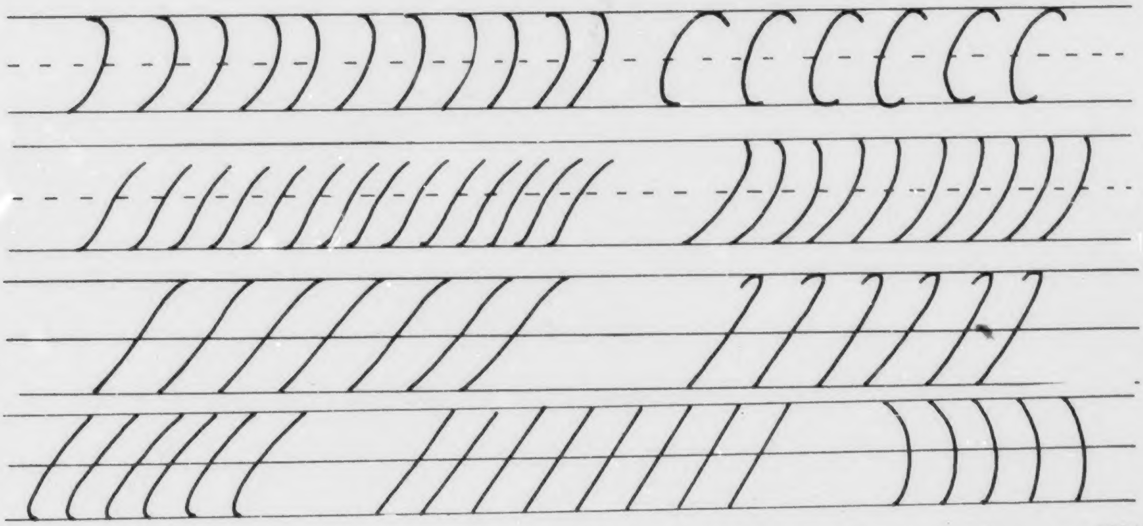
   a. The teacher should demonstrate at the chalkboard some of the strokes to be used by the children.

   b. Children may go to the chalkboard or use prepared worksheets to trace over each row with their finger.

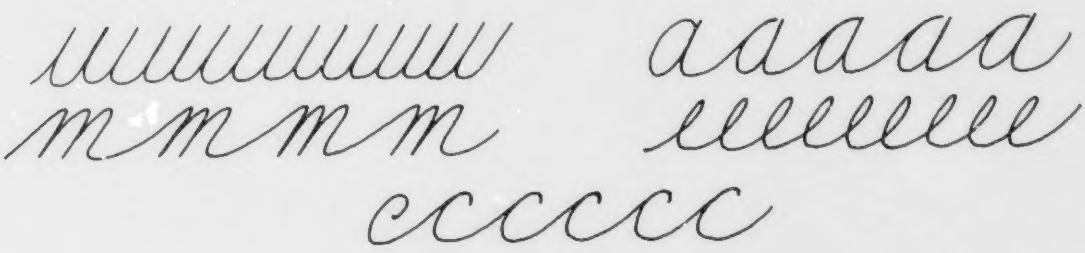
   c. Children may trace over each row on the worksheet with a crayola at their desk.

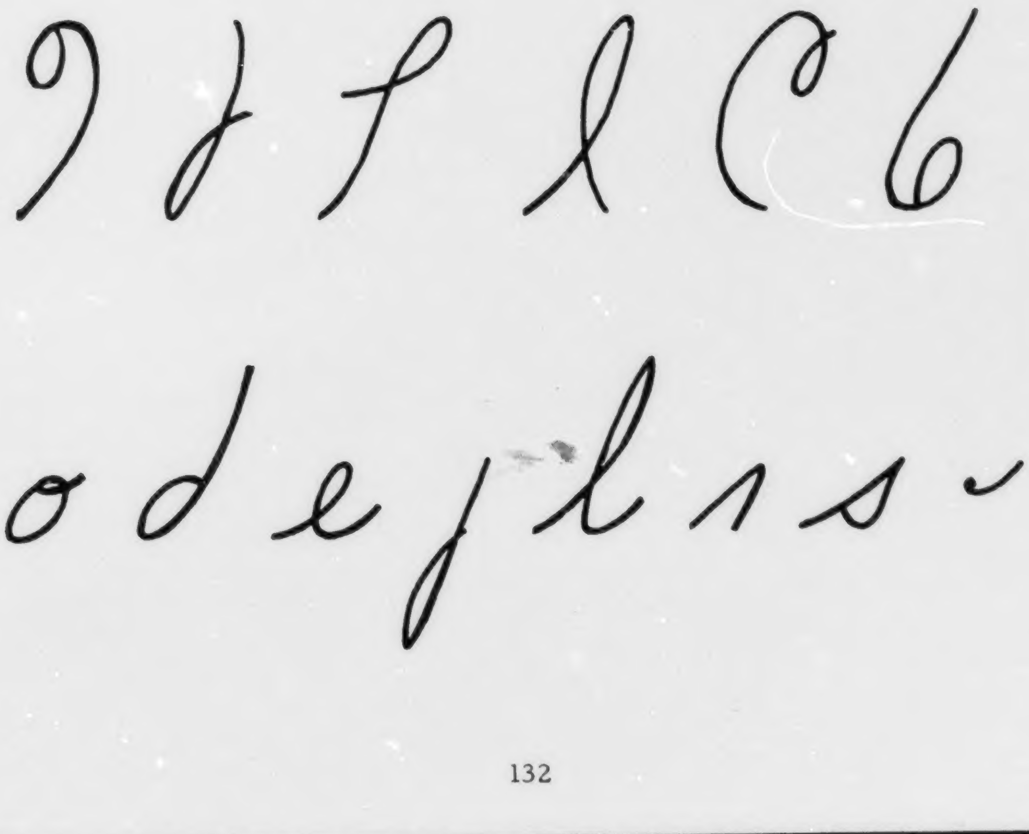
   Examples:





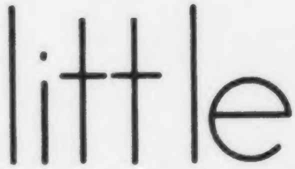
9. Allow the children to practice on unlined paper the various strokes. (2)(3)
Examples:

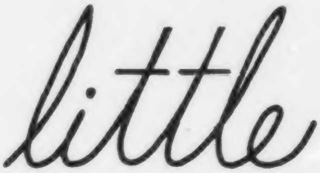




10. Discuss and demonstrate with the children the differences between manuscript and cursive writing. (2)(3)

Manuscript Writing	Cursive Writing
Letters are made separately; pencil is lifted after each stroke.	Letters are joined; pencil is not lifted until the end of the word.
Writing is vertical.	Writing is slanted to the right.
Letters resemble print and are easy to read.	Letters are different from print. Capital letters are usually different from small letters.
Writing paper is placed straight	Writing paper is slanted.





11. Talk about the essential elements of cursive writing. (2)(3)

a. The letters in a word are slanted.

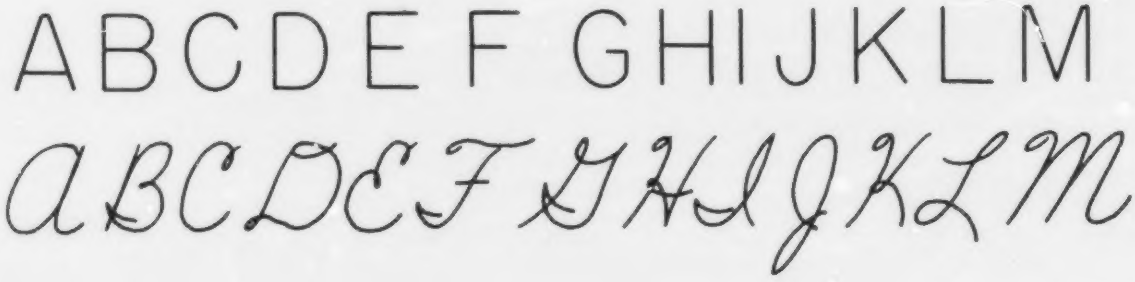
b. The letters in a word are joined.

c. The t's and x's are crossed and the i's and j's are dotted after the word has been completed.

d. Spacing between the letters of a word is controlled by the end stroke of one letter and the beginning stroke of the next letter.

e. Complete every letter with the proper end stroke.

12. Motivate the children to read the cursive letters on the chalkboard as the teacher writes them. (2)(3)



N O P Q R S T U V W X Y Z

N O P Q R S T U V W X Y Z

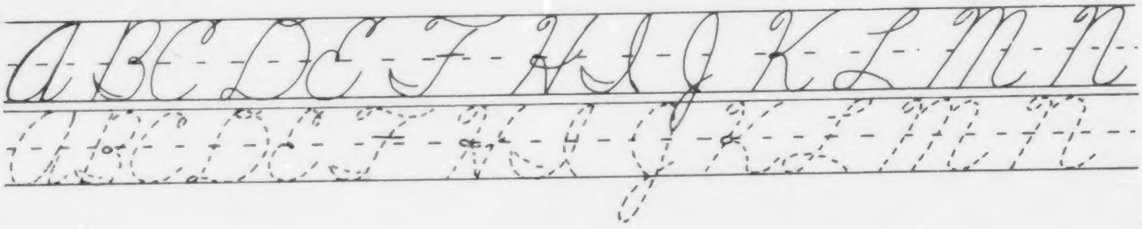
a b c d e f g h i j k l m n o

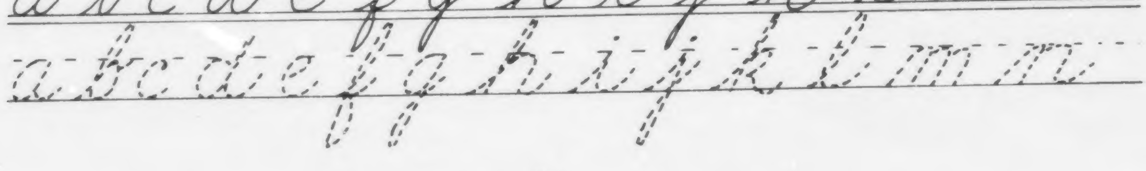
a b c d e f g h i j k l m n o

p q r s t u v w x y z

p q r s t u v w x y z

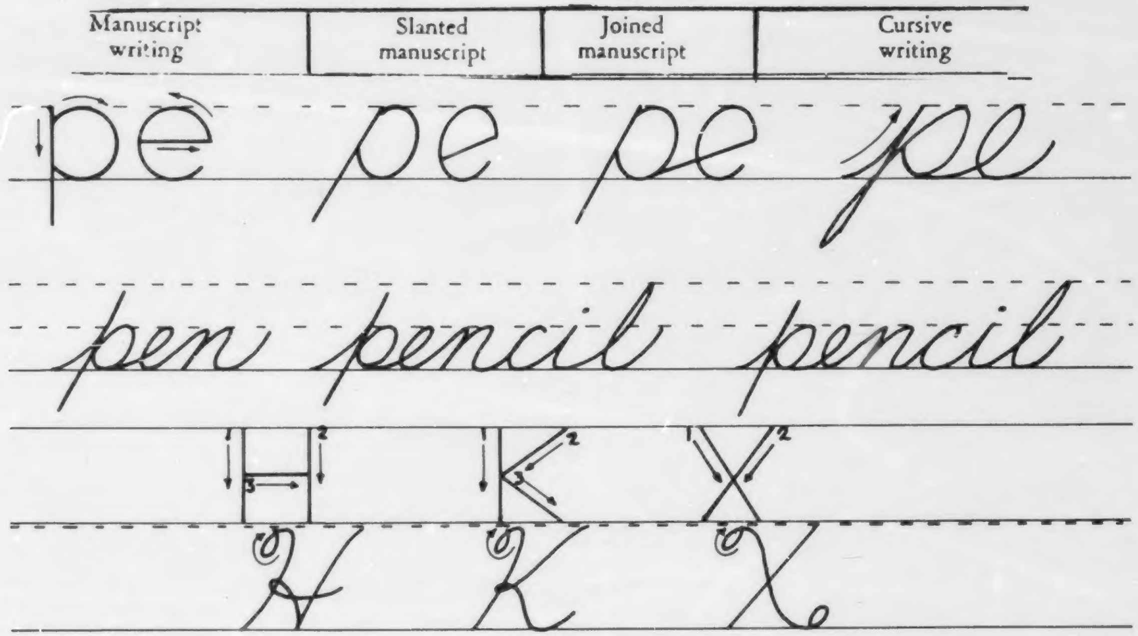
13. Give the pupils opportunities to practice reducing the size of letters. Prepare worksheets for additional practice. (2)(3)


A B C D E F H I J K L M N
A B C D E F H I J K L M N


a b c d e f g h i j k l m n
a b c d e f g h i j k l m n

14. Give pupils the opportunity to go to the chalkboard and begin to connect manuscript words. Examples: (3)

15. Allow children to practice the steps in preparing for cursive writing. In lower case letters stress the importance of connective strokes. Example: (3)

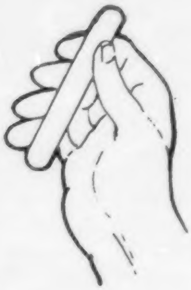


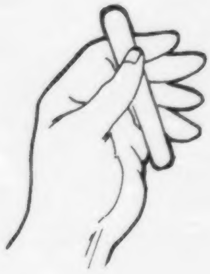
16. Discuss proper attitudes for cursive writing. (4)

a. Posture
   1) Sit comfortably with shoulders lightly forward.
   2) Push hips back in seat.
   3) Face the desk squarely.
   4) Keep both feet flat on the floor.
   5) Keep both forearms on the desk.
   6) Keep the forearm of the writing hand resting on the desk to provide support for the free-swinging forearm movement needed to write letters and connectives in a word.
   7) Keep the sheet of writing paper directly in front and slant it so that it is parallel to the forearm of the writing hand. Use the Opposite hand to push the paper up s writing continues down the sheet.

b. Position at the chalkboard

1) Stand erect, facing the chalkboard.
2) Stand back far enough so that the arm is free to move.
3) Stand back far enough so that the writing can be seen.
4) Keep the writing arm close to the line of the body.
5) Hold the chalk lightly between thumb and first two fingers.
6) Write directly in front of the eyes.
7) Walk from left to right to keep beter alignment.



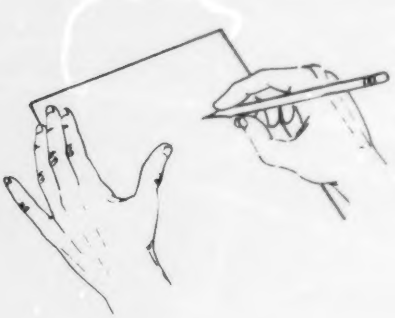


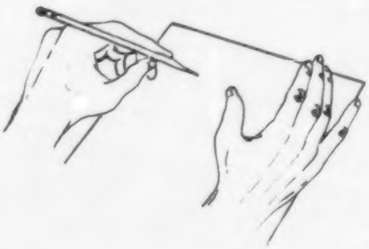
c. Position of paper

1) Place the paper directly in front at a slant.
2) Right-handed pupils should slant papers to the left.
3) Left-handed pupils should slant papers to the right.

d. Position of pencil

1) Hold the pencil about an inch above the point between the thumb and the side of the second finger near the base of the fingernail.
2) Place the first finger lightly on top of the pencil about an inch from the point.





17. Talk about the importance of neat and legible handwriting. (1)(2)(3)(4)

REVIEW

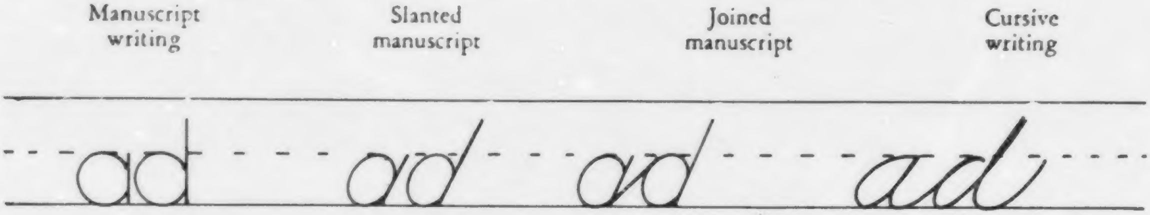
What Have you Learned?

1. On the worksheet write all letters of the manuscript alphabet in sequence.

2. On the worksheet connect the following manuscript words.

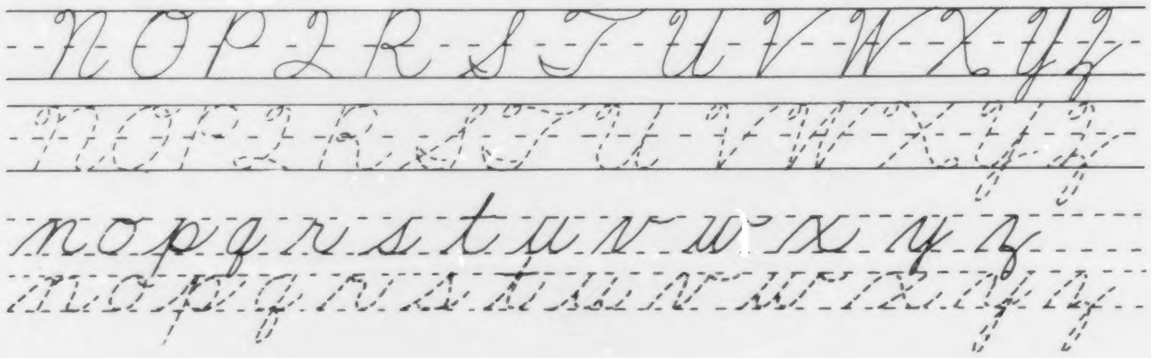
man pie bird
add up fly
cat sit duck

3. Do the steps below in learning to write in the cursive form.



4. Demonstrate the proper positions for handwriting.
   - a. Posture at the chalkboard
   - b. Posture at the desk
   - c. Position of paper
   - d. Position of pencil

5. Copy the letters on the worksheet.



CURSIVE WRITING

Learning Objectives

1. Learn letters according to similarities.
2. Write letters in alphabetical sequence.
3. Learn to write in cursive.
4. Learn to write cursive numerals.

Suggested Learning Activities

1. Give children the opportunity to practice small letters according to similarites. Children may compare their alphabet with a room chart. (1)
   Examples:

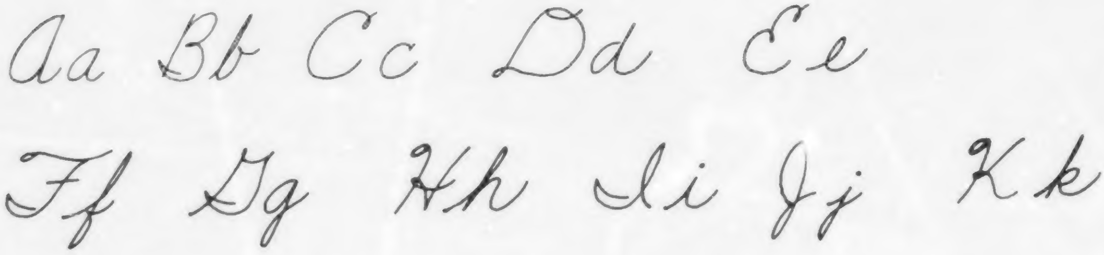
i, t, u, e
n, m, x, y, v, z
c, g, a, d, q, o
l, f, h, b, k
p, j, r, s

i, u, w, e, r, s, j
n, m, x, v, y, z
a, c, d, o, g, q
l, b, f, h, k
t, p, d
g, q, y, z

The capital letters are a little less than a full space high.

The small letters are one-third of a space high.

The tails of the small letters extend almost half a space below the base line.

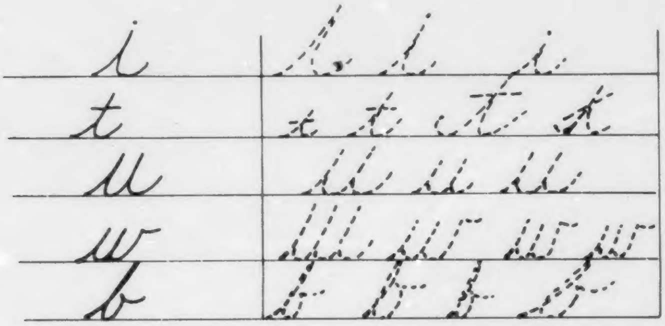


Ll Mm Nn Oo Pp Qq

Rr Ss Tt Uu Vv Ww
Xx Yy Zz

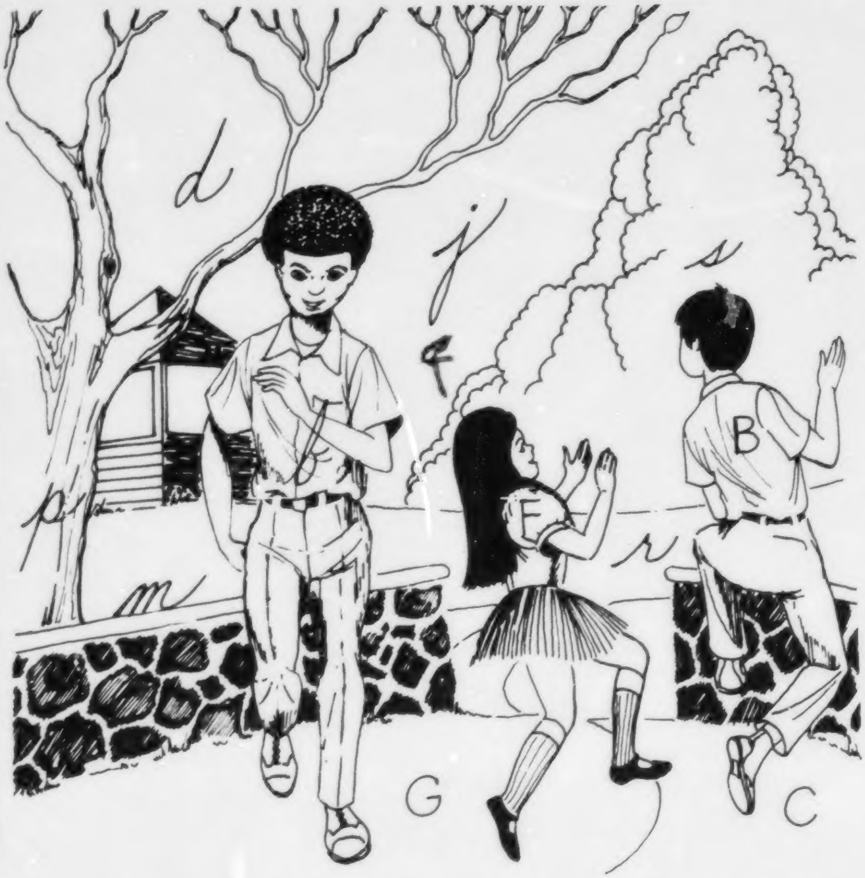
2. Give the children exercises in which they may practice letters. (1)
Examples:

a. Find the dotted letter that is the same size. Write the letter.



b. Write the first letter of each picture.

c. Look at the picture.
   1) Find all the small letters.
   2) Write the letters.
   3) Color the picture.



d. Circle the letters that are the same. Write the ones that are not the same.

m	n	w	m	n	m
c	a	c	s	s	c
a	a	c	s	s	a

e. Locate and write on paper:
   1) All the letters that touch the top line. (b, f, h, k, l.)
   2) All the letters that go above the middle line but do not touch the top line. (d, t.)
   3) All letters that touch and do not go above the middle line. (a, c, e, g, i, m, n, o, q, u, v, w, x, y, z.)
   4) All letters with loops below the base line. (f, g, q, y, z.)
   5) All letters with a cross stroke. (t, x.)
   6) All letters that begin at the middle line. (n, c, d, g, o, q.)

7) All letters that begin at the base line and have a rounded top. (m,n,x, y, v,z.)

f. Discuss with pupils the 15 letters that could cause difficulties. Practice these letters.

	Wrong	Right	Write a line of letters in these spaces.
1) a like o	o	a	
2) a like u	u	a	
3) a like ci	ci	a	
4) a like li	b	b	
5) d like cl	cl	d	
6) e closed	e	e	
7) h like li	li	h	
8) i like e with no dot	e	i	
9) m like w	w	m	
10) n like u	u	n	
11) o like a	o	o	
12) r like i	r	r	
13) r like n	r	r	
14) t like l	l	t	
15) t with cross above	t	t	

g. Make the same letter that is in the box.

m		q	
c		p	
f		u	
s		x	
k		j	

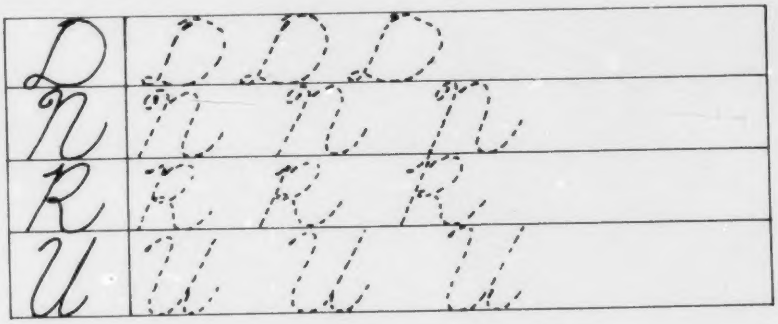
3. Give children the opportunity to practice capital letters according to similarities. Examples: (1)

H, K, N, M
V, U, W, Y, X
Q, Z, O, A, C, E, D
P, R, B, G, S, T
F, I, J, L

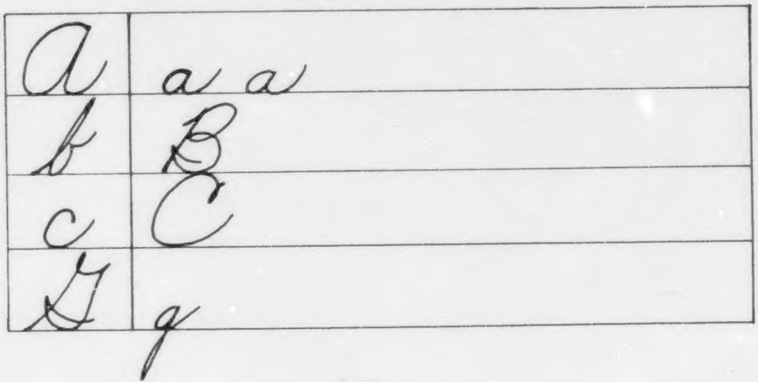
A, C, O, E, D
D, T, F, L, S
T, F, G
H, K, M, N
X, W, Z
U, Y, V
P, B, R
I, J
Q, L, X

4. Give the children exercises in which they may practice letters. Examples: (1)

a. Look at the letter. Write the same letter in a different size.

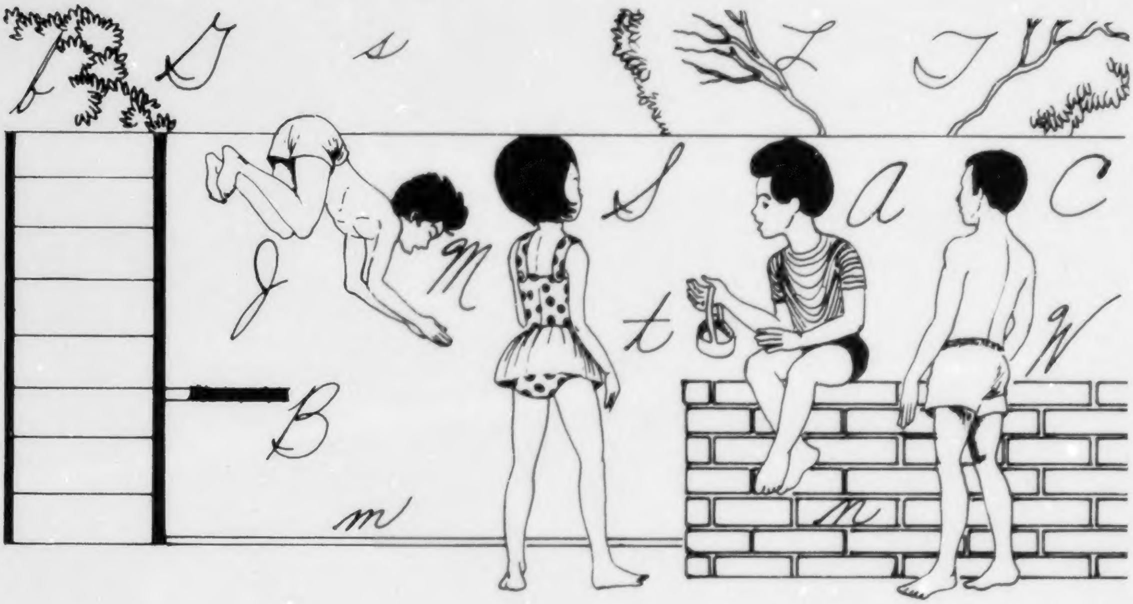


b. Give children practice sheets containing the written letter and a dotted facsimile or tracing purposes.

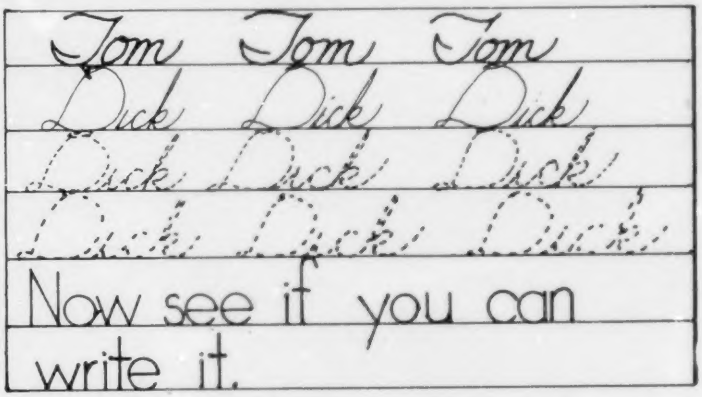


c. Compare the letters with the room chart.

d. Look at the picture.
   1) Find all the capital letters.
   2) Write them.
   3) Color the picture.



e. Practice writing their names.
   1) Trace over the dotted line with their finger.
   2) Trace over the dotted line with a pencil.
   3) Now see if they can write their name.



Now see if you can write it.

   4) Find the letters in their names on the alphabet chart.
   5) Write the letters.
   6) Verbalize the similarites and differences in the letters.

f. Locate specific letters on the alphabet chart. Write the letters as they are located.

Go to the alphabet chart and find the letter e.

Go to the alphabet chart and find the letter T.

g. Look at the sample letters and write the other letters so that they look like the sample.

V	
W	
R	
C	

h. Fill in the letters that are missing from sentences.

___eople read on streets.

___ll over the city, people read.

___orning comes to the city.

___oys and girls come out.

___e runs to school.

___ho is ___he?

He ___s the store ___an.

He ___omes up the ___street.

___n the ___orning, a ___an ___omes.

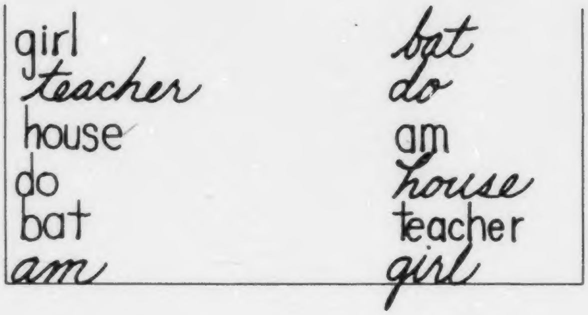
He ___oe___ in___ a hou___e.

Ann ___ ___d her ___o___h___r work a___ scho___l.

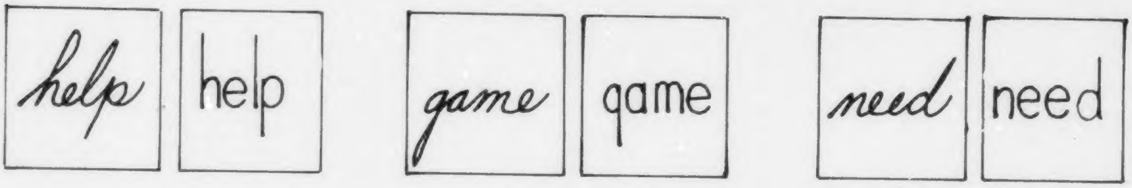
5. Give the children practice in finding and writing familiar words found in their reading books. (1)

6. Allow the pupils to copy experience charts. Stress accuracy and legibility. (1)

7. Have the pupils find the same word written two different ways. Draw a line between them. Example: (1)



8. Motivate the children to match cards containing words written in manuscript and in cursive. Example: (1)



9. Develop with the children the ability to recognize familiar words written in cursive writing. (1)

    a. Make a set of flash cards in cursive writing.

    b. On one side the word should be in manuscript and on the other in cursive.

    c. Use only familiar words.

10. Have the children copy in cursive writing and learn the poem. (1)

A HAPPY DAY

When we work and play together,
In a kind and friendly way--
Taking turns and sharing things
Then we'll have a happy day.
Unknown

11. Provide opportunities for children to become familiar with and practice the writing of words using the most difficult combination of letters. (1)
Example:

be bi br by bo

oe oi os oc oa

ve vi va vo vu

we wi wa ws wr

12. Have children practice writing words with tall letters. (1)

Example: ill, fill, if, like, cheek, fly, rub, tub, long, ball

13. Give the pupils opportunities to practice writing words with connecting strokes. Example: (1)

s i sir skip silk

i n in into inside

f i five fine first

y e yes yo you

bi big b l black

o n one onion

14. Have the children write and discover something about these words. (Words will say the same even when written backwards.) Example: eye, eve, did, bib, toot, noon, bob (1)

15. Motivate the children to write and discover something about these words. (Makes a word when written backwards.) Example: (1)

ten	net
nap	pan
but	tub
bud	dub

now	won
wed	dew
ton	not
live	evil

16. Allow the pupils to copy letters written on the board by the teacher. (1)

a. Compare with the teacher's writing.

b. Write a word using the letter.

c. Write the word in a sentence.

17. For children who need additional practice, prepare for them individual slant and space cards. Children may practice writing between the slanted lines. Example: (1)

18. Give children exercises to practice cursive writing. Examples: (1)

a. Write the words that begin like the underline word.

John	cat	jolly	baseball
take	jump	dog	just
jolly	tree	Jack	Jerry
ship	Jill	mice	no

b. Write the two words that begin the same.

wagon	yes
door	will

work	dog
walk	house

19. Give children the opportunity to make individual picture dictionaries which include a drawing or illustration of a word. The words should be in cursive writing. (1)

20. Have the children complete sentences with one or more words. (1)
Examples:

a. Billy and Johnny went to ________________________.

His mother and father took the family for a ___________________.

When are you ______________________?

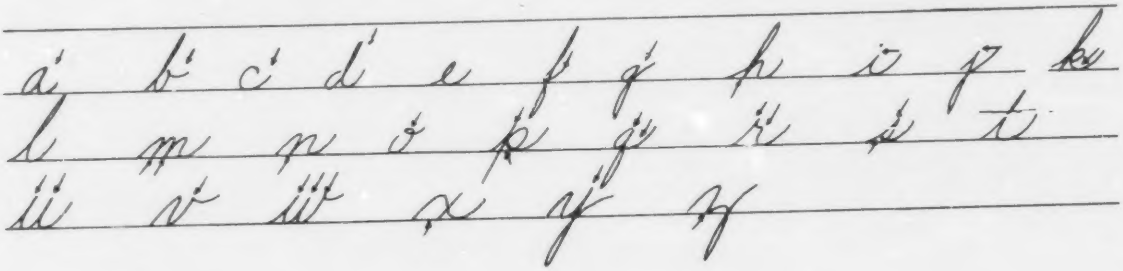
b.

Match the ending of the sentence to the beginning.

Mother Duck wants to walk	to come out.
The little ducks	to the farm.
They do not want	like the water.

21. Provide opportunities for the boys and girls to put cursive letter cards in alphabetical order. (2)

22. Allow the children to practice writing the letters in sequence in order to develop rhythm and arm movement. (2)



23. Allow children to write words in alphabetical order. Have the children write their spelling words in alphabetical order. (2)

24. Give children the opportunity to use cursive writing in functional life situations. (3)

a. Have the children write letters, notes, and invitations.

b. Let the pupils address an envelope.

c. Stress the importance of writing proper headings on all papers.

d. Write the spelling words in sentences.

e. Allow the children to complete the following:

INTEREST INVENTORY

"All About Me"

My name is ______________________________

I live at ______________________________

My Birthday is ______________________________

I am in grade ______________________________

"Things I like"

I like movies about ______________________________

I like to read about ______________________________

My favorite TV program is ______________________________

My favorite game is ______________________________

My favorite pet is ______________________________

"My Wish"

If I could have three wishes, I would wish for:

1. ______________________________
2. ______________________________
3. ______________________________

When I grow up I wish I could be ______________________________

The person I would like best to meet and talk with is ____________

____

f. Give children practice in filling out forms and application blanks.

g. Allow children to write and illustrate short stories.

h. Let the children write short announcements of school activities for their parents.

25. Have the children check their own handwriting. (3)

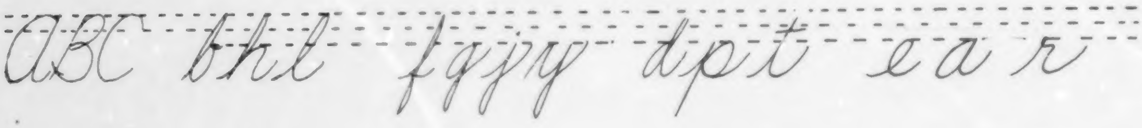
a. All capital letters are a little less than one space high.

b. Tall loop letters are the height of capital letters.

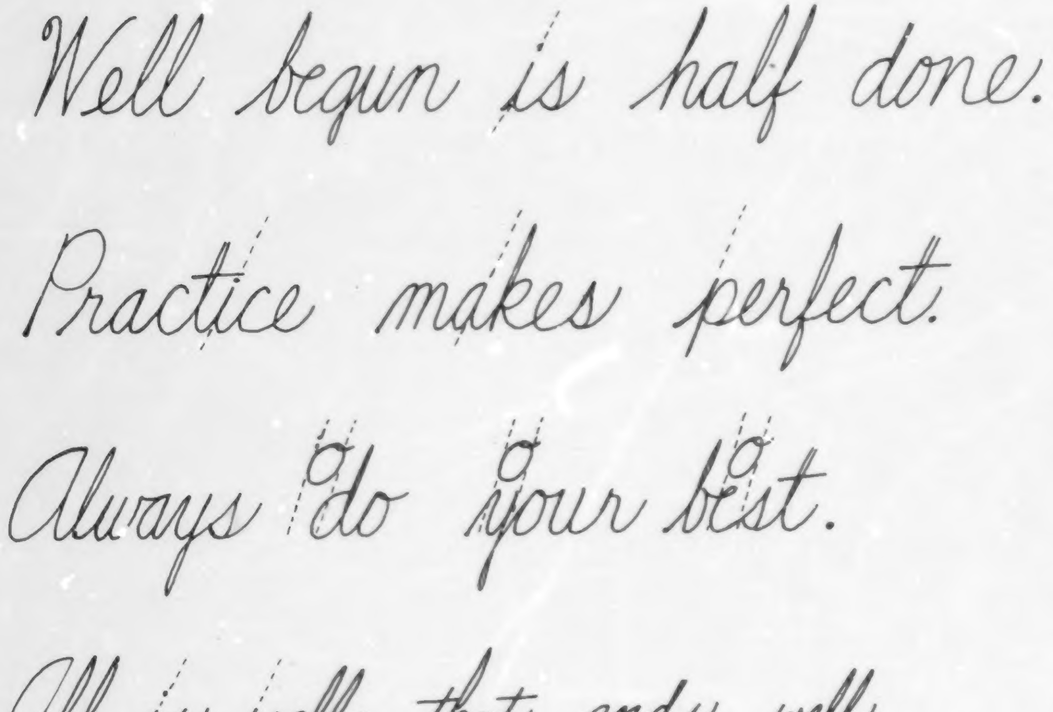
c. D, p, and t are intermediates two thirds of a space high.

d. Small letters are one-third of a space high.

e. Lower loop letters extend below the base line one half space.



f. Check uniform height, spacing between words, and slant.



26. Permit the children to use the following chart to help them improve their handwriting. (3)

Answer YES or NO. DID I:

		YES	NO
1.	Write each letter correctly?		
2.	Make all the vertical strokes straight and tall?		
3.	Make all the round strokes round?		
4.	Make each stroke separately?		
5.	Write each letter so that it rests on the base line?		
6.	Start writing the tall letters at the top line?		
7.	Keep even spaces between all the words on a line?		
8.	Dot the i and the j?		
9.	Cross the x, f, and t?		
10.	Keep the letters in each word close together?		
11.	Keep the small letters the height of the guide line?		
12.	Keep the capital letter and the tall letters the height of the top lines.		
13.	Extend the tails of y, j, g, p, and q almost half a space below the base line?		
14.	Start the round letters at the 2 o'clock position?		
15.	Keep your paper neat and clean?		

27. Have the pupils write the following sentence and use the chart to judge their handwriting. (3)

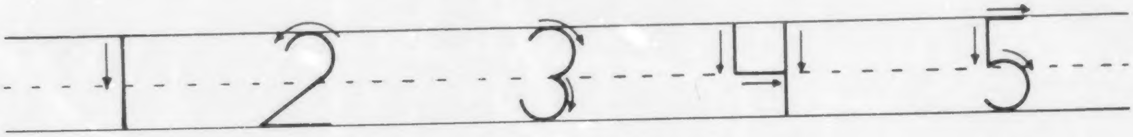
You can very quickly judge the
excellence of a person's handwriting by
analyzing the letter formation, spacing,
slant, and alignment.

28. Review with the children proper handwriting attitudes. (3)

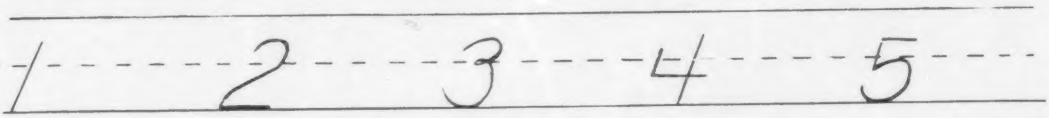
29. Talk about the reasons for having papers which are neat and legible. (3)

30. Discuss and practice with the boys and girls the transition to the cursive writing of numerals. (4)

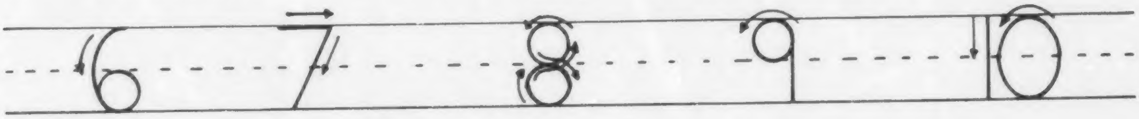
a. Manuscript numerals are vertical and as tall as the capital letters.



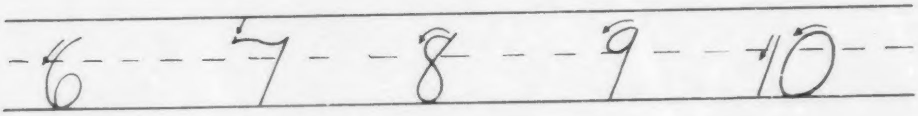
b. Cursive numerals are slanted and only two-thirds of a space high.



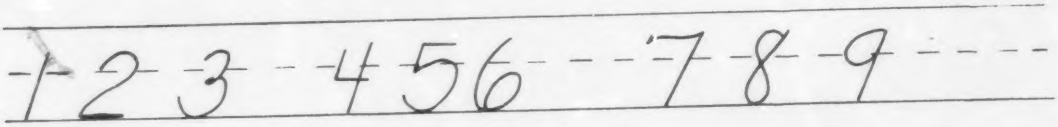
c. Manuscript numerals rest on the base line.



d. Cursive numerals also rest on the base line.



e. Practice writing the cursive numerals.



31. Have the children practice their numberals by playing games, such as (4)

a. Write the numeral before 5.

b. Write the numeral between 5 and 7.

c. Go to the chalkboard and write the numeral that means the same as 2 and 2.

d. Count the number of desks in the room and write the number.

e. Look at the sample numerals. Write the other numerals so that they look like the sample.

1 2 3 4 5 6 7 8 9 10

f. Write all the numerals you can.

g. Write your house number.

h. Practice the number demons, 5, 6, and 7.

1) 5 like 3

2) 6 like 0

3) 7 like 9

i. Write and practice the common mathematic signs.

+ − × ÷ = $ ¢

j. Write and answer. Examples:

$$\begin{array}{r} 43 \\ +21 \\ \hline \end{array} \qquad \begin{array}{r} 62 \\ -40 \\ \hline \end{array} \qquad \begin{array}{r} \$5.68 \\ +3.21 \\ \hline \end{array} \qquad \begin{array}{r} 78 \\ +11 \\ \hline \end{array}$$

REVIEW

What Have You learned?

1. Write in sequence all the small letters of the alphabet.
2. Write in sequence all the capital letters of the alphabet.
3. Write the following sentences. Watch the height of the letters, spacing, slant, neatness, and legibility.

I realize how important it is to
improve the quality of my writing and
develop an easy flowing style in joining
the letters. I know that the exercises
will help me improve.

4. Write in sequence the numerals from 1 to 10.

DEVELOPING SPELLING SKILLS

READINESS
PHONETIC ANALYSIS
STRUCTURAL ANALYSIS
VOCABULARY
FUNCTIONAL SPELLING

SPELLING

Point of View

There will be times when the educable mentally retarded child has the need to communicate through written expression. Spelling is a part of the total experience of written communication and its learning requires specific teaching. Spelling should be adjusted in terms of the permanent value of the words and the ability of the pupil to retain what he has learned.

Before the child can write even the simplest words independently, he needs to learn it in several ways:

1. Perceiving the word-associating its written form with the sound and meaning

2. Developing imagery of the word--using a variety of sensory experiences to help remember the word forms accurately

3. Learning to reproduce the letters of the word in sequence--concentrating on individual elements that make up a word

Effective instruction in spelling will include the following:

1. Establish and maintain a close relationship between reading, writing, and spelling.

2. Children should trace the word, say the word, write the word, and observe its configuration when written.

3. Spelling words selected should be appropriate and of potential use to the retarded child.

READINESS

Learning Objectives

1. Discriminate between sounds.
2. Use new words.
3. Pronounce words correctly.

Suggested Learning Activities

1. Develop with the children many pre-spelling experiences. (1)(2)(3)
    a. Talk about favorite subjects.
    b. Express themselves orally through sharing and show and tell periods.
    c. Dictate stories as the teacher writes them on the chalkboard or chart.
    d. Write captions and labels.
    e. Observe as the teacher writes.
    f. Find and read a word that ends with a tall letter, such as and, fish, word, dad.
    g. Find and read a flat, smooth word, such as come, run, sun, in.
    h. Complete poems by adding the rhyming word.

Examples:

Just Like A Clown

Hang me up--or take me down,
I'm the limpest one in town.
I'm loose in the hands
And loose in the feet,
"Relax--relax," I'll often repeat.
I don't tighten up and wear a frown,
I'm loose and happy.
I'm just like a clown

Nina Trueman

Mr. Minnitt

Mr. Minnitt mends my soles
When I have walked them into holes.

He works in such a funny place
And has a wrinkly, twinkly face.

His hands are brown and hard and thin
His thread goes slowly out and in.

He cannot walk without a crutch-
I like him very, very much.

Rose Fyleman

Two Little Hands

Two little hands go clap, clap, clap,
Two little feet go tap, tap, tap.
Everybody stand up from your chair.
Each little arm reach high in the air.

Two little hands go thump, thump, thump.
Two little feet go jump, jump, jump.
Each little body turns round and round.
Each little child sits quietly down.

Unknown

Whispers

Whispers
tickle through your ear
telling things you like to hear.

Whispers
are as soft as skin
letting little words curl in.

Whispers
come so they can blow
secrets others never know.
Myra Cohn Livingston

Day After Day

Close your eyes
So very tight
Screw your face
With all your might.

Hold it, please
A minute or two,
Then just see
What you can do.

Drop your jaw
And smile so bright
Open your eyes
To sun and light.

Take a breath
Both long and deep
Yawn and yawn
And think of sleep.

Do these things
Day after day,
You'll relax
In every way.

Nina Trueman

Clickity Clack

Clickity Clack, Clickity Clack,
The train is rushing along the track.
Faster and faster, night and day.
Go cars and people on their way.

Clickity Clack, Clickity Clack,
Hurry away and then come back.
Clickity Clack, Clickity Clack,
Clickity Clack, Clickity Clack.

Freda Macrae

i. Practice listening to sounds and to select those that are the same and those that are different, such as two tones on the piano and high and low pitched bell.

j. Teach the children to play a game called, "What Sound?" One child is the listener and the other child is the doer. The listener closes his eyes while the doer makes a sound such a clapping, writing on the board, ringing a bell, tapping the desk with a pencil, bounching a ball, or playing a triangle. The listener tries to guess the sound. The next players are chosen by the two previous players.

k. Compose rhymes using each others names. Example:

Nellie Brown went to town.
Billie Brown wants to be a clown.
Steve Jones broke his bones.

l. Correct a Mother Goose rhyme. Example:

Jack and Jill went up the mountain. (hill)
Little Bo Peep has lost her lamb. (sheep)
Mary, Mary quite happy. (contrary)

m. Play a game which involves rhyming riddles. Example:

I rhyme with sled, you sleep in me. What am I?
I rhyme with sea, and can sting you. What am I?
I rhyme with pair, you sit in me. What am I?

n. Become aware of spelling patterns, such as look and book, took, and cook, run and sun, ball and tall.

o. Retell stories that they have heard.

p. Dramatize stories, poems, and plays.

q. Explain to the class the game to be played at recess time.

r. Ask the class to tell what they like best in a picture. Example:

One child may like pets; another child may like toys; the third child may like food.

s. Identify and use words that rhyme.

1) Read the poem.
2) Ask the children to select the words that sound the same. (one-begun, two-new, three-me, four-more)
3) Have the children learn the poem.

Now We Are Six

When I was One,
I had just begun.

When I was Two,
I was nearly new.

When I was Three,
I was hardly me.

When I was Four,
I was not much more.

When I was Five,
I was just alive.

But now I am Six, I'm as clever as clever,
So I think I'll be six now for ever and ever.

t. Listen to a story or poem. Have the children tell what beginning sound they hear most often in the words of the story or poem.

A Little Rhyme

Give a little, live a little, try a little mirth;
Sing a little, bring a little happiness to earth;
Pray a little, play a little, be a little glad;
Rest a little, jest a little, if the heart is sad.
Spend a little, send a little to another's door;
Give a little, live a little, love a little more.

Unknown

Sleepy Sam

Poor tired Sleepy Sam,
He's a tired little man,
Sleepy feet
Sleepy hands
Sleepy little head
"Don't you think that Sleepy Sam
Better go to bed?

M. K.

Tick Tock

Hark how the clock goes
"Tick tock, tick tock."
All he can say is
"Tick tock, tick tock."
Oh, such a chatterbox,
Talking, talking!
Come little tick tock,
Tell me the time.

All through the day it's
"Tick tock, tick tock."
All through the night it's
"Tick tock, tick tock."
Round little pendulum,
Swinging, swinging.
Come little tick tock,
Tell me the time.
"Tick tock, tick tock,
Tick tock, tick tock,
Tick tock, tick tock,
Tick tock, tick!"

Unknown

u. React to rhymes, poems, and stories. Examples:

A Secret

Group We have a secret,
just we three,
The robin and I,
and the sweet cherry tree;
Group The bird told the tree
and the tree told me,
And nobody knows it,
but just we three.

Group And of course,
the robin knows it best,
Because she built the ____,
I shan't tell the rest;
Group And laid the four
little somethings in it_____
I am afraid
I shall tell it every minute.

Unknown

Lots Of Rain

All It's raining on the houses.
It's raining on the trees.
It's raining on the gardens.
It's raining on the seas.
Solo It's raining almost everywhere —
As hard as hard can be;
But I'm not getting wet; for my
Umbrella's over me!

Vivian G. Gouled

Tomorrow Morning

Wake up tomorrow morning
A new word in your mind;
Wake up tomorrow morning
Determined to be kind.

A little smile of greeting,
Some friendly word you say,
Will make the child you're meeting
Feel better all the day.

Unknown

2. Have the pupils select an object whose name begins with the same sound. (1)(2)(3)

   a. Give a picture of a familiar object to each child
   b. One by one, exhibit to the class another series of pictures.
   c. Each child is to stand when he sees a picture of an object whose name begins with the same sound as the name of the object in the picture.

3. Give children the opportunity to tell whether the pair of words pronounced by the teacher begin or end with the same sound. (1)(2)(3)
Examples:

girl	tiger	dog	top
goat	elephant	deer	pup

4. Ask the children to give names of animals, food, clothing, furniture, and toys that begin the same. (1)(2)(3)

5. Allow the children to play a game with their alphabet cards. (1)(2)(3)

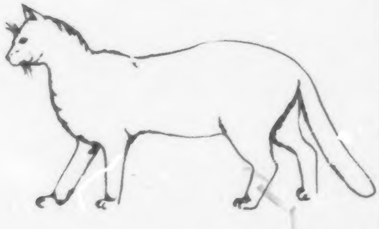
   The teacher says a word.
   The child holding the card with the beginning sound raises his card.

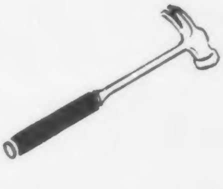
6. Ask the pupils to draw a line to the words that end alike. (1)(2)(3)

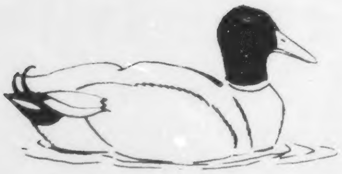
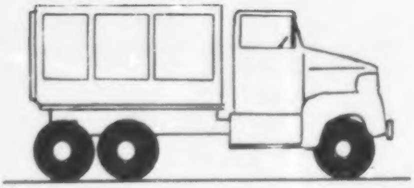
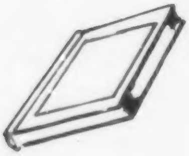
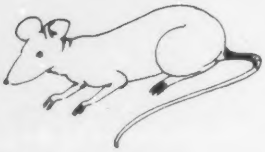
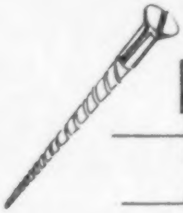
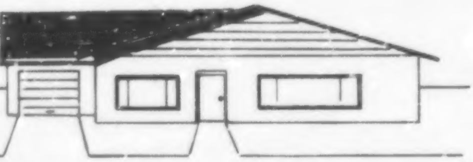
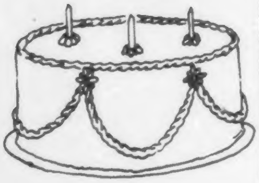
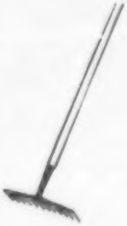
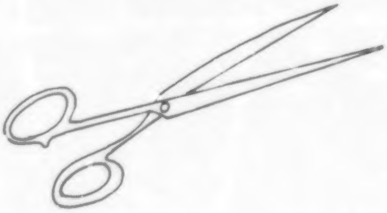
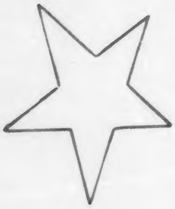
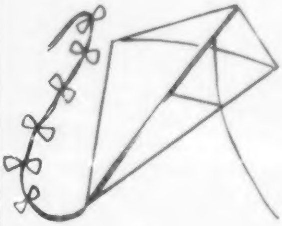
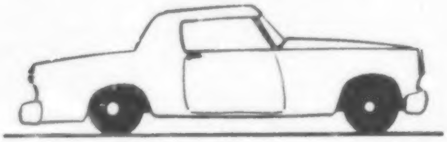
see	work
is	chair
look	will
big	house
ball	toys
for	dig

fast	we
saw	bird
come	boat
can	day
said	fun
play	now

7. Have the pupils circle the picture that rhymes with the first picture in each row. Example: (1)(2)(3)

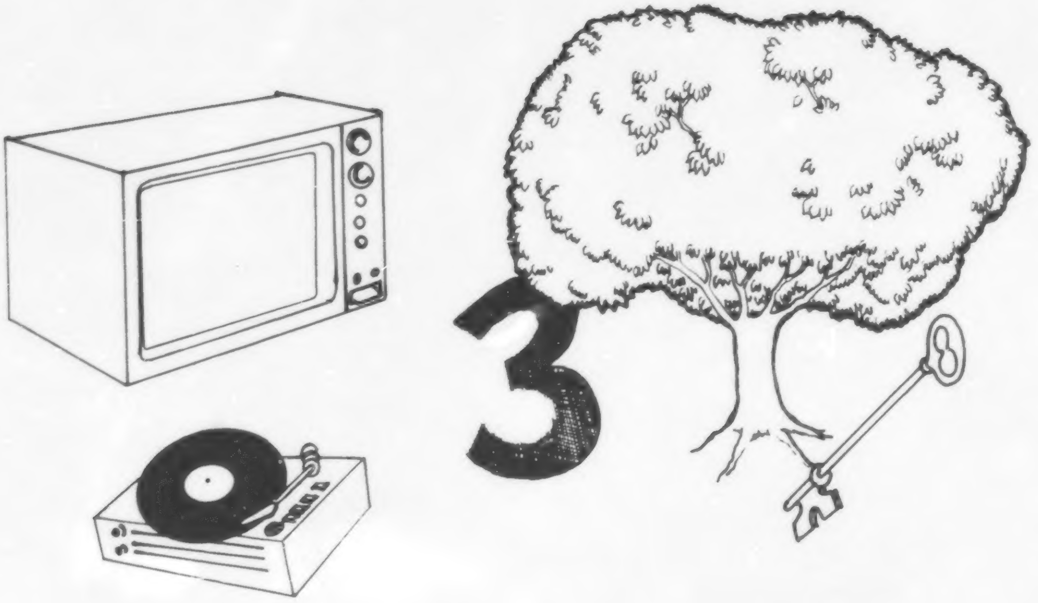




8. Give the pupils opportunities to circle pictures that rhyme with words. Example: (1)(2)(3)

Circle the pictures that rhyme with tree.



9. Give boys and girls exercises in finding the right word. (1)(2)(3)
Examples:

a. Draw a line to the words that are the same.

BLUE	GREEN
RED	BLACK
GREY	BLUE
BLACK	BROWN
GREEN	GREY
BROWN	RED

YELLOW	ORANGE
ORANGE	PURPLE
PURPLE	YELLOW

b. Draw a line under the words in each line that are like the first word.

have	here	help	have	have	here
what	what	want	what	what	what
play	help	help	play	help	play
help	help	play	play	help	play
wants	what	wants	what	wants	what
Funny	Bunny	Father	Funny	Funny	Bunny
little	look	look	little	little	little
stop	stop	see	stop	see	see
this	the	this	the	this	the

c. Draw a line under the word that rhymes with the underlined word.

can	ball	bat	kitten
has	play	ran	dinner
Nan	will	pet	mitten
cat	all	hat	pocket
ran	and	sat	just

d. Select the words that rhyme in each sentence as they are read by the teacher.

The mouse is in the house.
The duck can ride in the truck.
The black duck can quack now.
It is fun to see the mouse run.
Mother can make a white cake.
Do I get to play now?

10. Have several children go to the chalkboard or easel and draw what a word means. Example: (2)

    a. Go to the easel and draw what you think the word ring means to you.
    b. After you finish drawing, tell about the word.
    c. Other words that may be used are home, hand, ball, glasses, trunk, watch, and train.

11. Ask the children to explain descriptive phrases, such as a big house, a baby kitten, a nice day, and a red airplane. (2)

12. Ask the pupils to make word chairs by using the last letter as the beginning of the next word. Example: (2)

bad
dog
go
over
rat
tell

is
sit
top
pear
run
no

13. Have the children trace models of words. (2)(3)

    a. The teacher gives the children models of words for tracing.
    b. The children look at a word and say it.
    c. They trace it with a forefinger as they slowly pronounce it.
    d. They continue tracing and saying it until they think they can write it independently.
    e. Cover the model and try writing the word on their own.
    f. Compare work with model.
    g. Continue until the word has been written independently and correctly several times.

14. Ask the children to make up sentences using words provided by the teacher. (2)(3)

15. Motivate the pupils to learn poems in order to increase understanding of new words. Examples: (2)(3)

My Turkey

I have a turkey
Big and fat;
He spreads his tail
And walks like that.

His daily corn
He would not miss;
When he talks,
It sounds like this.

The Parade

Tramp, tramp! Tramp, tramp
Come the marching feet.
Thump, thump! Thump, thump.
Hear the big drums beat.
Hats off! Heads up!
The flag is passing by.
Bright red, sky blue
And white its colors fly.

16. Develop with the children a vocabulary chart. (2)(3)

    a. Place on the chart words children have learned to spell.
    b. Add new words as they are learned.
    c. Pupils may copy the words for practice.
    d. Let children illustrate each word that they can spell correctly.

17. Have the boys and girls look at the words on the chalkboard and listen as the teacher says the letters in each word. Then the children take turns pronouncing the word as soon as the letters are named in it. (2)(3)

18. Play with the class the game "Go Around Los Angeles." The "it" child stands by the seat of another child. The teacher pronounces a word. If the "it" child can pronounce the word correctly, he moves to the next seat in the row and the game continues. If the "it" child misses the word, the child in the seat gets a turn. If he pronounces the word correctly, he changes places with the "it" child. Continue until all children have had a turn. The child who has pronounced the most words correctly is the winner; he has gone around Los Angeles. (2)(3)

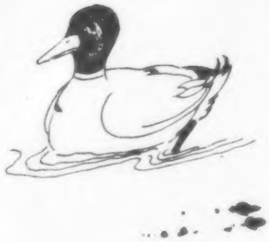
REVIEW

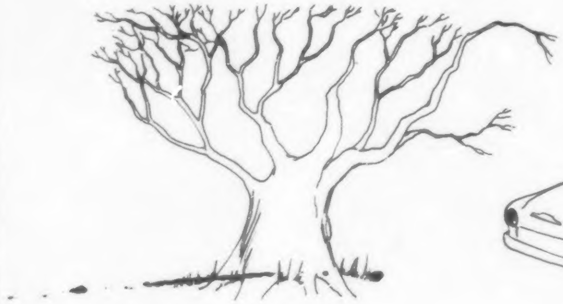
What Have You Learned?

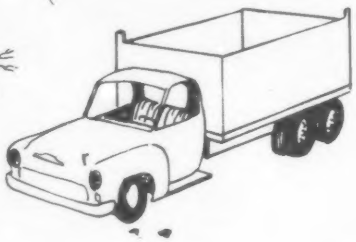
1. Draw a line to the words that end alike.

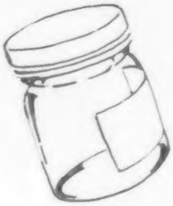
look	fill	boat	fun
ball	chair	day	fast
for	book	can	play

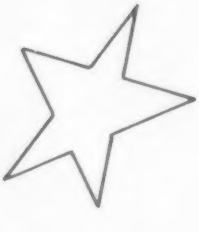
2. Circle the picture that rhymes with the first picture in each row.

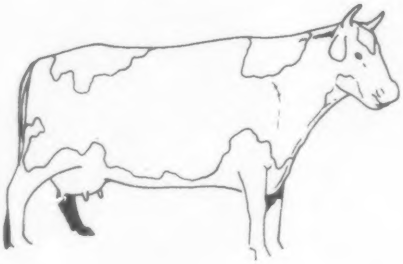


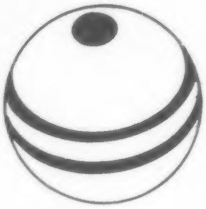


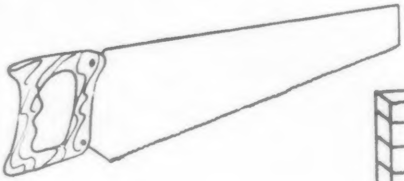


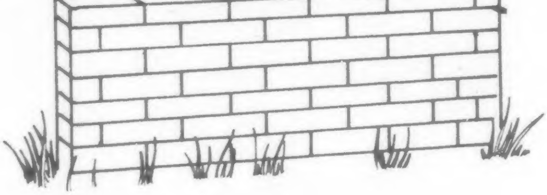












3. Draw a line under the words in each line that are like the first word.

down	come	down	down	see
Go	toy	Go	to	Go
Here	Here	Here	help	Here
Comes	see	comes	comes	do[illegible]
is	is	go	is	is

4. Draw a line under the word that rhymes with the underline word.

pet	help	new	at	we
get	he	mew	and	he
go	tree	make	hat	will
toy	did	do	cake	play
box	funny	it	make	away
cowboy	Bunny	to	can	paint

PHONETIC ANALYSIS

Learning Objectives

1. Listen for the correct sounds of the words.
2. Be able to recognize consonant sounds in the initial, medial, and final position.
3. Associate the written forms of words with their sound and meaning.

Suggested Learning Activities

1. Have the children "bounce a word out" with a ball; one bounce for each letter. Example: (1)(2)
   a. Teacher tells the class a word from a list on the chalkboard.
   b. Child says the word.
   c. Teacher selects a child to bounce the ball; one bounce for each letter.
   d. Child says the word and may go to the board and point out the word.
2. Ask the pupils to name the letters for the sounds that they hear at the beginning, middle, and/or at the end of the word. (1)(2)(3)
   Examples:
   a. Name the letters for the sounds heard at the beginning of these words. (Teacher pronounces the words.)

      rat cat frog hat kettle man over quick tent
      but dog goat jack look no pan sand very
      uncle won zoo

   b. Name the letters for the sound heard in the middle of these words. (Teacher pronounces the words.)

      book fit happy
      man monkey turkey

   c. Name the letters for the sounds heard at the end of each of these words. (Teacher pronounces the words.)

      frog look tent pop
      big good zoo fun

3. Teach the children to play the game Echo. Have the children repeat a whispered word. Start with any child in the room and he whipers a word to his neighbor. Some suggested words: (1)

picture	(not piture)
hundred	(not hunderd)
wish	(not wisht)
where	(not wair)
which	(not wich)
when	(not wen)

4. Have class play the Tongue Twister game. Think up a tongue twister in which most of the words begin with the same sound, such as Little Linda likes lettuce or Billy bounces a big ball. (1)

5. Allow the children to bounce a ball, chanting different rhyming words as they bounce. The children bounce until they run out of rhymes. Words, such as hill, pan, sand, cold, bat, and pay, may be used. (1)(2)

6. Provide opportunities for pupils to pronounce rhyming words. (1)

   a. Arrange four chairs at the front of the room.
   b. Have a list of 3 or 4 letter words to pronounce to the group.
   c. The 4 chairs are for the pupils.
   d. Pronounce a word, such as jar.
   e. A pupil must tell a rhyming word, such as car.

7. Give the pupils an oral or written test and ask them to select the two words in each group that begin with the same sound. (1)(3)
Examples:

Ted boy Tom	go box boy	good gone fish	man main had	ring pie red
wish cane come	work sad want	fast sunny funny	help here fish	Sunday Susan jump

8. Provide opportunities for pupils to recognize consonant sounds. (2) Examples:

   a. Listen to the following words pronounced. Name the letters of the alphabet for the sound heard at the beginning of the word.

frog	(f)	jump	(j)	do	(d)
sun	(s)	run	(r)	nap	(n)

   b. Form new words by substituting a different consonant for the initial consonant of each word. Listen as each of the following words are read. Then form a new word from each of them by substituting a different consonant for the initial consonant.

hat
make
humble
heat
mark

Pupil will state new words in which the initial consonant is substituted with a different consonant. Some examples are:

fat
take
fumble
meat
park

   c. Have the pupils play the game "Going to Grandmother Marcella's House".

The teacher says, "I am going to Grandmother Marcella's and I will take some bread. You can go, too, if you will bring something that begins with the same letter."

   d. Combine a beginning with an ending and see how many different words can be made.

w	at
s	ay
h	it
m	ip
t	ill

e. Draw a line between words that rhyme.

book	ball	house	eat
all	pat	away	play
sat	look	wheat	duck
mitten	see	truck	mouse
cake	kitchen	come	call
me	make	quack	will
make	will	mill	some
hill	man	ball	black
can	take		

f. Find a rhyming word at the bottom and write it on the line.

fill	pill	will	____________
hat	fat	bat	____________
stop	hop	shop	____________
may	lay	hay	____________
now	how	plow	____________
cook	took	look	____________
got	not	lot	____________
king	wing	ring	____________

get	sing	cat	top	book	cow
say	hot	hill	fun	new	good

g. Circle the words that rhyme.

cat	up	sat
toy	boy	fun
red	fed	bed
hat	can	fat
can	ran	sad
ball	fall	wall
cake	bake	make
look	far	took
ride	hide	side
go	jump	bump

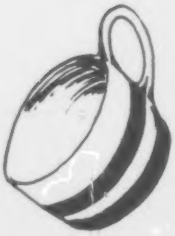
h. Draw a line under the words that end like the underlined word.

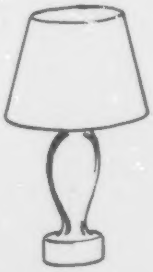
find	had	good	for	sled	did
stop	sing	pop	big	help	has
fast	paint	lost	box	boat	pan
will	work	mill	hill	went	with

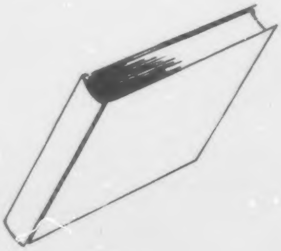
i. Draw a line between the words that end alike.

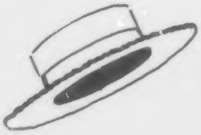
jump	ball	pop	pet
all	can	get	help
man	stop	did	found

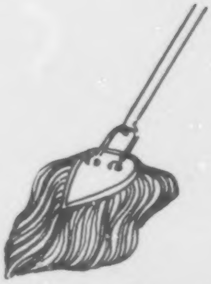
j. Draw a line between the pictures that end alike.

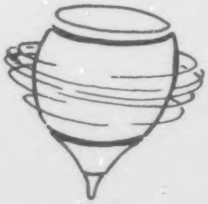


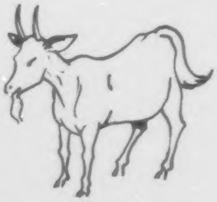


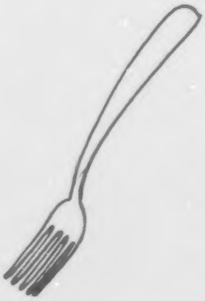








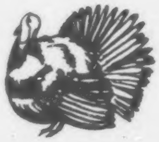
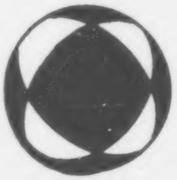
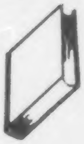
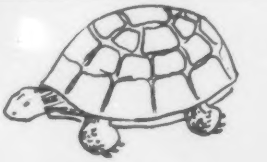
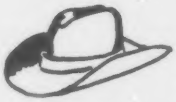
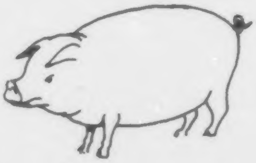
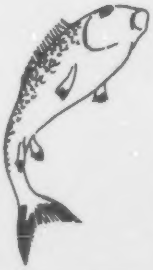
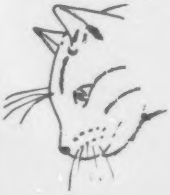




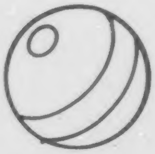
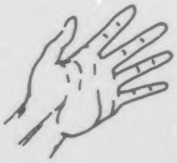
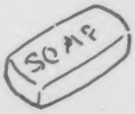
k. Draw a line under the words that begin the same.

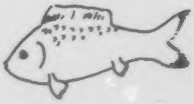
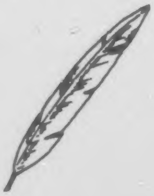
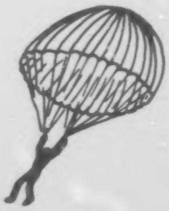
fast	see	fast	fun
little	look	wish	like
get	go	is	are
he	here	help	hop
yes	you	yell	mother

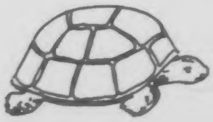
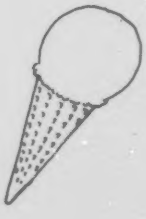
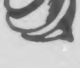
l. Mark in the box the beginning consonant of each picture.

m. Color the pictures that begin like the letter and the first picture in each row.

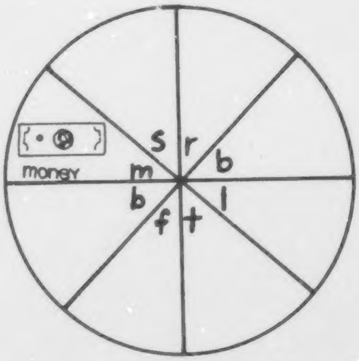
Ss  6  

Ff  5  

Tt   2 

Circle Words

n. Write words beginning with the letters in the circle. The children may draw a picture to illustrate the word.



o. Complete a sentence choosing the correct word.

1) Children will need paper, crayons, and pencil.
2) Teacher writes sentences on the chalkboard.
3) In each sentence 2 choices are given to complete the sentence.
4) The 2 choices should be alike except for the initial consonant.
5) Children may draw a picture clue for the correct word.

A duck has big (beet, feet).

A (dish, fish) likes to swim.

A bird can (fly, sly).

A clown has a funny (face, race).

A (tire, fire) is hot.

p. Say the word. Put a box around the letter in all three words.

look	monkey	kitten	k	l	m
bump	pet	happy	p	s	b
after	fast	muff	l	k	f
build	gobble	about	d	b	f
water	ate	took	t	b	l
bus	see	basket	b	t	s
new	barn	dinner	t	n	b
look	ball	balloon	b	k	l

q. Say the word. Underline the r in each word.

rabbit
rain
four
letter
hear
turtle
turkey
garden
four
rhyme

r. Identify the sound of each letter in the three positions. Use words from a vocabulary list, stories or pictures.

L	l		girl, lace, look
Z	z		zone, zero, buzz
H	h		hoe, hop, horse
M	m		men, home, ham
T	t		top, it, tent
N	n		hen, noon, candle
F	f		face, fan, if
Y	y		yard, yarn
K	k		kettle, bike, week
V	v		van, vase, five
C	c	(s)	face, expect (k) cub, comb
W	w		watch, willow
G	g		game, pig, fight
D	d		dim, paid, candy
X	x		ax, box
P	p		top, pin, cup, napkin
R	r		ring, door
B	b		book, bird, tub, cabin
J	j		job, banjo
S	s		bus, sea, castle, tops
S	s	(z)	boys, is, music

9. Motivate the class to take an imaginary trip. But before they can go an imaginary suitcase must be packed. (2) (3)

a. Teacher writes letters "a" on the chalkboard.
b. First child says, "I am going on a trip and I am going to take an apron."
c. Next child will try to think of another "a" word.
d. As soon as a child misses by not being able to think of another thing that starts with "a" then the class begins to pack "b" things in the suitcase.
e. Teacher writes the words on the chalkboard as they are said by the children.

10. Have the pupils spell words using alphabet cards. (2)(3)

    a. Give each pupil one alphabet card.
    b. One letter of the alphabet is on a card.
    c. Teacher pronounces a word, such as fun.
    d. If the child holds a letter in the word, he goes to the front of the room.
    e. Each child holds his card in front so the class may see it.
    f. Then the children arrange themselves in proper order to spell the word correctly.

11. Provide opportunities for pupils to make new words. Examples: (3)

    a. List on the chalkboard columns of letters whose sounds may have been studied by the class.
    b. The list may include the following:

___ran
___pen
___in
___on
___un
___op
___up
___at
___et
___it
___ot
___ut
___ap
___ep
___ip

    c. Ask the children if they can think of a word that contains the sounds, such as an, en, in, and on.
    d. Have the class place the correct letter in front of the sound.
    e. Write the words on their paper.

REVIEW

What Have You Learned?

1. Do the following orally:
   a. Name the letters for the sounds at the beginning of these words.
   rat, but, cat, dog, goat, look, pan, sand, tent, zoo

   b. Name the letters for the sounds at the end of these words.
   frog, big, look, good, tent, pop

   c. Make new words by changing the beginning letter.
   hat, make, heat, mark

2. Do the following on paper:
   a. Draw a line between the words that rhyme.

book	duck
cake	will
hill	all
ball	look
truck	take

b. Draw a line under the words that end alike.

find	had	good	for	did
stop	sing	pop	help	has
fast	paint	box	boat	pan
will	work	hill	went	with

c. Put a circle around the letter you can hear in the 3 words.

after	fact	muff
bus	see	basket
new	barn	dinner
look	monkey	kitten

d. Make new words by adding a letter at the beginning.

___ an
___ en
___ on
___ op
___ up
___ at
___ ep

STRUCTURAL ANALYSIS

Learning Objectives

1. Recognize root words.
2. Recognize and identify compound words.
3. Become familiar with endings of words.
4. Be able to divide words into syllables.

Suggested Learning Activities

1. Have the children do exercises to help them recognize root words. (1)
   Examples:

   a. Draw a box around the root word.

wanted	apples	called	chairs	faster
eggs	doing	bringing	wants	jumped
pulled	hunting	boys	learning	learns

   b. Take off the ending and write the root word.

bringing ____________________ works ____________________

eggs ____________________ bumped ____________________

doing __________ __________ farmed ____________________

   c. Write the root forms of words.

walked looked jumps pulling danced hunting

   d. Add ing to root words.

do learn show read fall spell

   e. Add ed, s, er, or es to root words.

learn call egg farm play rain church

f. Add ed to the root word.

learning calling fishing watching looking

g. Write the root words in alphabetical order.

wanted	apples	called	faster	jumped	learning
pulled	fishing	calls	planting	painted	jumping

h. Circle the part of the word that is the same as the underlined word.

walk walked	look looking	like likes	jump jumping
call calling	guess guessing	plant planting	work worked
want wanted	laugh laughing	help helped	rain rains

i. Circle the word that makes the sentence correct.

The monkeys have __________ all day. play played

It __________ all that night. rain rained

The kittens __________ and walked. walk walked

The big dog __________ up. jumped jump

Down the hill __________ the drum. roll rolled

Are you __________ money for a book? bring bringing

Dick __________ to come right home. call called

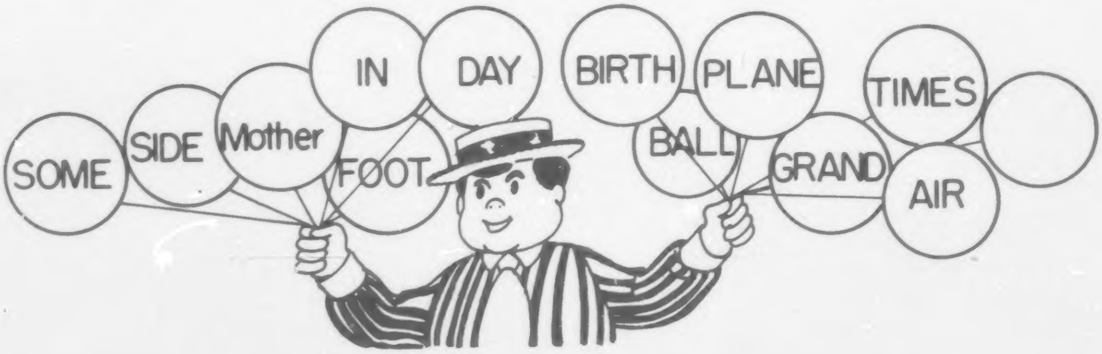
j. Find root words in stories and reading books.

2. Provide opportunites for children to do exercises, such as the following, to help them recognize and identify compound words. (2)

a. Draw circles around the two short words.

baseball	basketball	football	bedroom
anything	into	birthday	today
inside	outside	everything	somewhere

b. Put the correct parts of the compound words together and write the words.



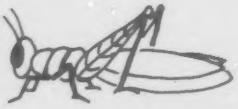
c. Fill in the missing parts.

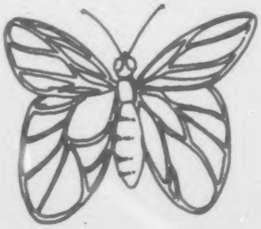
air ____________ any ____________ grand ____________

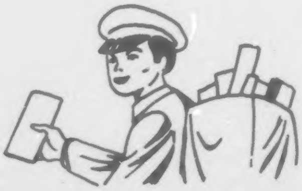
__________ room __________ office out ______________

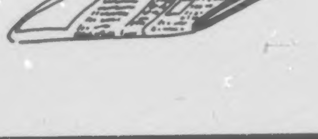
__________ be ______________ pan cow ______________

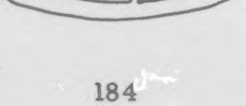
d. Write the compound word for each picture.

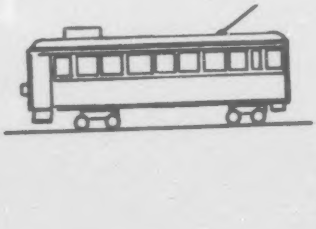




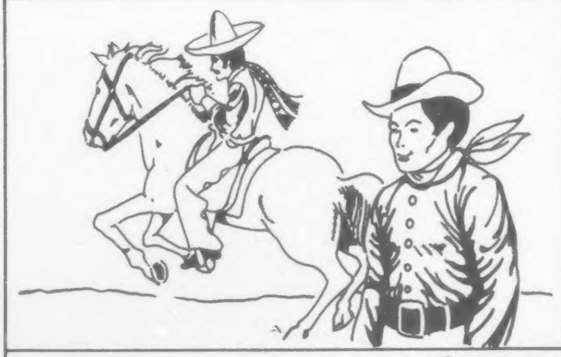


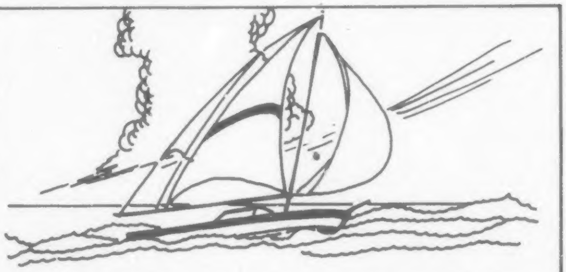


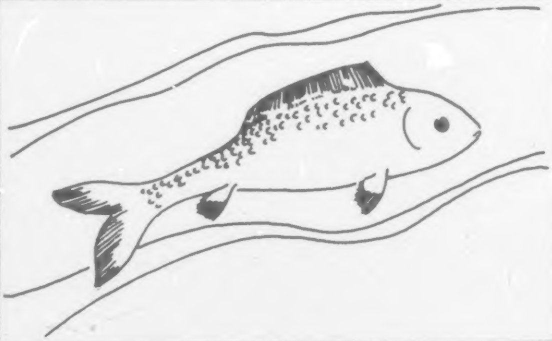


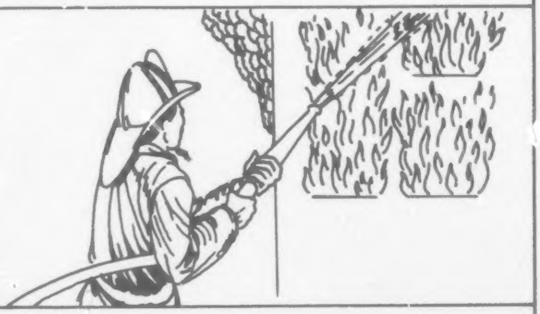


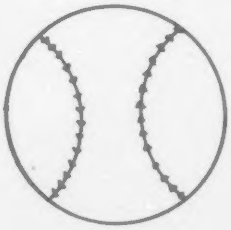
g. Find two words that make the word that names the picture. Place the words on the picture.

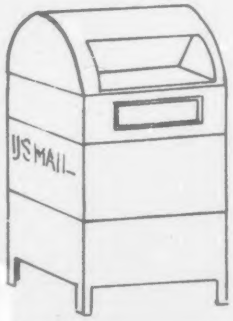


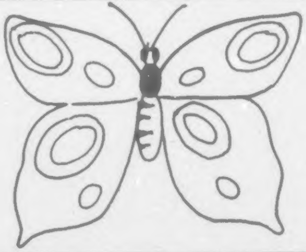


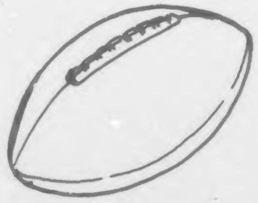


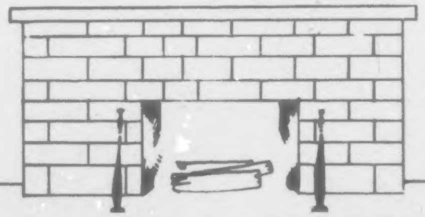












foot cow mail base

fire butter fire sail

boat boy ball box

fly man place gold

ball fish

e. Match the words to make compound words.

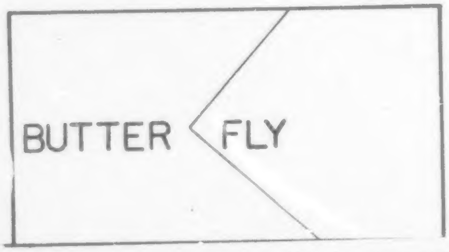
pop
some
may
can
cow
post
to

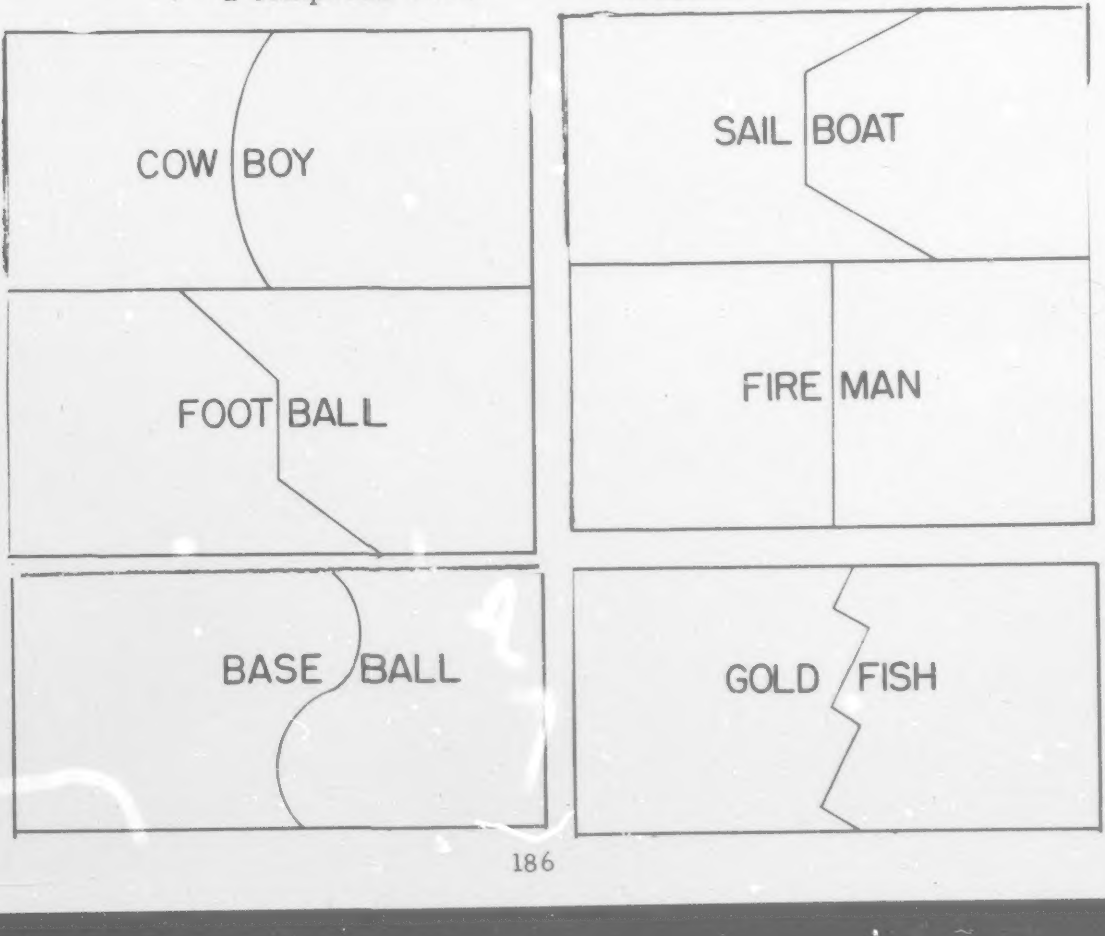
boy
not
over
be
one
day
man

with
school
some
birth
in
pan
work

day
thing
out
house
to
cake
man

f. Match the individual words to make compound words.
   a. Mount compound words on tagboard.
   b. Place in an envelope.
   c. Let the children find two words that make a compound word.





h. Write sentences using compound words.

3. Have children do the exercises, such as the following, to help them become familiar with endings of words. (3)

a. Circle the parts of each word that are alike.

sing ring	ball fall	jump bump
book look	play say	let pet
black sack	wing bring	cook took

b. Add s to words to make them mean more than one.

father
train
team
sister
pie
school
girl
light
teacher
boy
boat
book

c. Draw a line under the words that mean more than one.

boys
sleds
button
monkey
buttons
night
mittens
organs
rabbits
cabbages
pancake
basket
bees
bear
boy
caps

d. Draw a line from the word to the right pictures.

Airplane

Airplanes

Cake

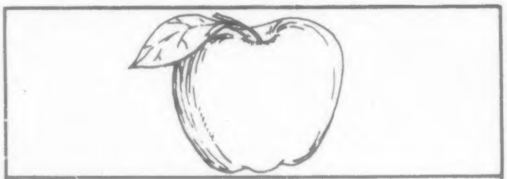
Cakes

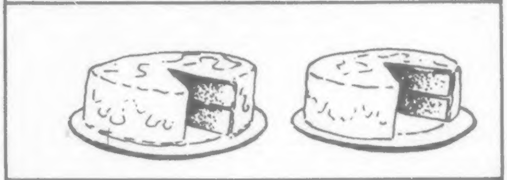
Apple

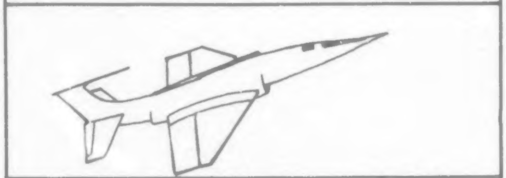
Apples

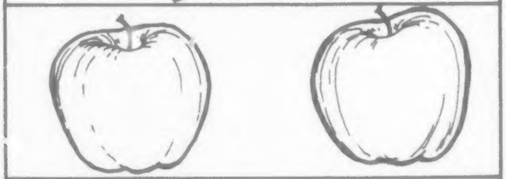
Ball

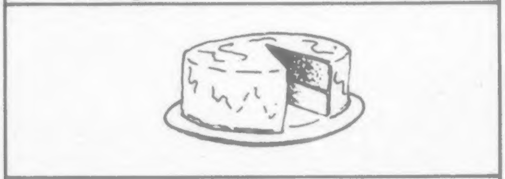
Balls

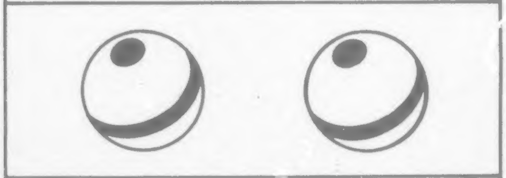


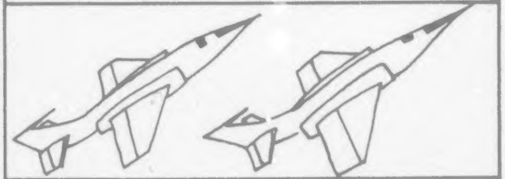


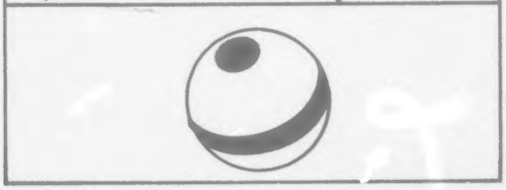












e. Draw a picture of the word.

	Picture	Add s.	Picture
toy		toy__	
ball		ball__	
chair		chair__	
pet		pet__	
apple		apple__	
cake		cake__	

f. Add s to words from the spelling list.

g. Spell more than one.

boy

boy ______

girl

______

hand

______

dog

______

clown

______

cake

______

snake

______

clock

______

h. Write one or two in front of the words.

_____apple _____house _____shoes _____doors

_____boys _____pencils _____rings _____dress

i. Make these words mean only one.

animals ______ pies ______ cakes ______

tigers ______ cats ______ pets ______

flowers ______ dogs ______ hotdogs ______

tacos ______ lions ______ cars ______

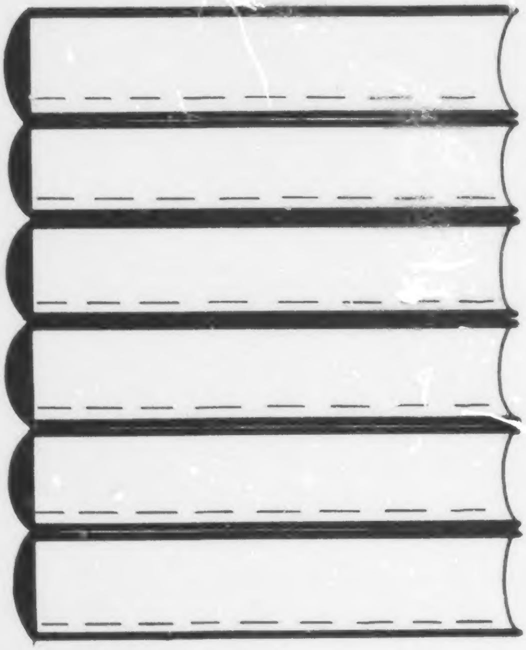
j. Write the ending "ing" after each word.

walking sing _____ go _____ find _____

jump _____ play _____ talk _____ laugh _____

see _____ help _____

k. Write the words which end like looking on the dotted lines.



helping
words
spelling
four
painting
walk
barking

you
school
reading
find
she
falling

l. Complete sentences, such as

The boys and girls were __________ at the clowns.
It was ____________ outside.
We will be ____________ the zoo during the holidays.
Mother is __________ her Christmas gifts early.

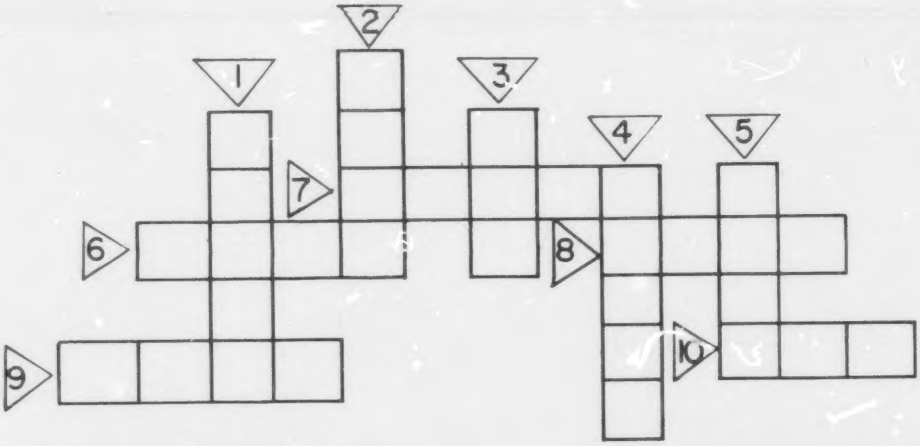
m. Change the action word in each sentence to an ing word.

She visits school.	He feeds birds.	He helps her skate.
____________	____________	____________
____________	____________	____________
____________	____________	____________

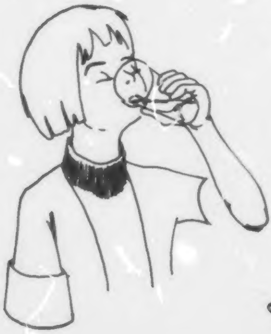
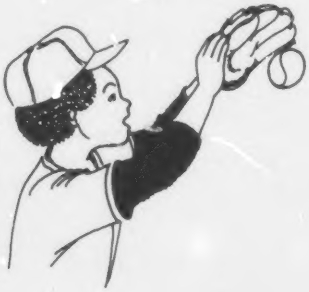
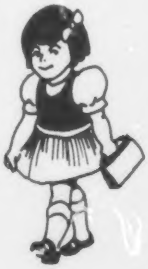
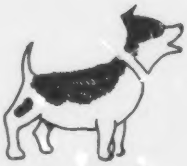
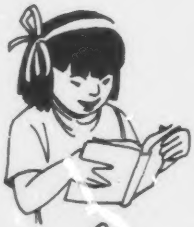
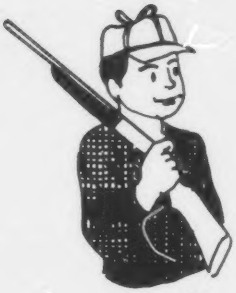
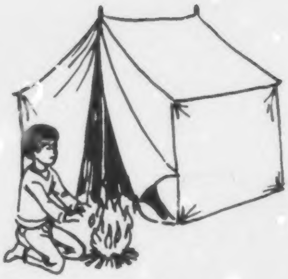
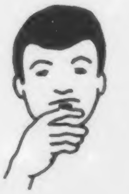
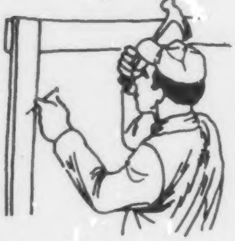
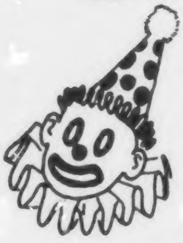
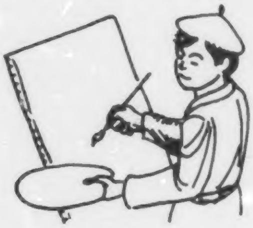
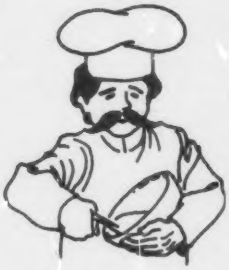
She passes by.	He thinks hard.	He works hard.
____________	____________	____________
____________	____________	____________
____________		

n. Fill in the puzzle.

1. learning
2. having
3. using
4. thinking
5. clapping
6. making
7. visiting
8. helping
9. sending
10. putting



o. Use ing words to tell about these pictures.

p. Change the underline word to make the word mean "yesterday." or "past time."

look ________ want ________ stay ________

jump ________ paint ________ cook ________

q. Write these words in ABC order.

walked	barked	hunted	laughed	called
waited	catched	talked	learned	passed

r. Circle the words that show "past time". Then write the words.

drink walked trip hear stayed jumped

paint waited spell have played looked

s. Write sentences using words that show "past time."

t. Complete sentences:

I like to __________.   play, played, playing
Betty is __________.   play, played, playing
They ________ all day.   play, played, playing

u. Draw a ring around the 2 letters that end each word. Say the word. Write the word. Find the root word.

v. Add er to these words.

sing   rock   train   sweet   cold   teach

w. Circle words ending in est. Say the words. Write the words.

4. Give pupils exercises to help them divide words into syllables. (4) Examples:

a. Cut words into parts.

army __________   belongs __________

pencil __________   away __________

teacher __________   around __________

b. Select the number of syllables in words. Put the number in the circle.

○ body   ○ also   ○ five   ○ yellow
○ bark   ○ seven   ○ blue   ○ flower

c. Write the spelling words that have only one part (syllable.)

d. Write the spelling words that have two parts (syllables.)

e. Find a word to match a definition.

1) Children are seated in a group.
2) Teacher gives the definition of a word.
3) Teacher makes a number of dashes on the chalkboard to correspond to the number of syllables in the word.
4) Children give the word.

REVIEW

What Have You Learned?

1. Draw a box around the root word.

wanted
pulled
apples
called
boys
chairs
learning
jumped

2. Write the root words in alphabetical order.

wanted ____________________
apples ____________________
called ____________________
faster ____________________
jumped ____________________
learning ____________________

3. Draw circles around the two short words.

baseball
birthday
outside
today
somewhere
anything

4. Fill in the missing parts.

air __________
__________ be
__________room
cow __________
out __________
__________ office

5. Draw a line under the words that mean more than one.

sleds
button
night
pancake
rabbits
caps
bear
bees

6. Complete these sentences.

The boys and girls were __________ at the clowns. look, looked, looking
It was ________________ outside. rain, rained, raining
We will be ______________ the zoo during the holidays. visit, visited, visiting

7. Circle the words that show past time.

drink walked trip stayed
jumped paint looked played

8. Add er to these words.

sing ________________

cold ________________

teach ______________

9. Put the number of syllables in the circle.

○ body ○ seven ○ yellow
○ also ○ blue ○ flower

VOCABULARY

Learning Objectives

1. Recognize and use words with like and different meanings.
2. Use new words in sentences.

Suggested Learning Activities

1. Motivate pupils to learn new words. Follow specific steps in teaching children a new word. (1)(2)

Guide to Teaching A New Word

a. Write the word on the chalkboard or on pupil's paper.
Pronounce the word clearly.
Allow the pupils to pronounce the word.
Pupils study the word and try to get a visual image of it.
Let the pupils trace the word.
Erase the word; the pupil then writes the word from memory.
Check the word.

b. Prepare an illustrated chart showing the steps in learning to spell a new word. Teacher and children go through the steps together when a new word is introduced.

Illustrated Chart

Look at the word	sun
Say the word	sun
Say each letter	s-u-n
Trace the word	
Copy the word	sun
Cover the word and write it again	sun sun
Check the word	sun
Practice the word	sun

c. Help pupils learn new words by looking at the general configuration of the words.

    1) Have children recall the new words from their general configurations.
    2) Write the words on the chalkboard.
    3) Ask questions, such as "Are there tall letters in the word?" "Are there any letters which go below the base line?"
    4) Put the word configuration on the chalkboard.

2. Give children the opportunity to learn words in a formal spelling program. (1)(2)

A Teacher's Guide to a Formal Spelling Program

1) Write the word on the board. Words are taken from reading vocabulary, vocabulary lists, catalogs, application blanks, present need, and those of value to the children.
2) Say the word.
3) Use the word in a sentence.
4) Ask children to say the word.
5) Ask children to use the word in a sentence.
6) Help children visualize and memorize the letters.
7) Cover the word and say, "Practice the letters".
8) Children may write the word with a finger on the desk.
9) Uncover the word and check it.
10) Cover the word and write.
11) Uncover the word and check it.
12) Children compare the written word with the model on the board.
13) Write sentences including the words learned.
14) Help pupils to understand the meaning of the words.

3. Teach the pupils the poem, "Here There". Discuss the meaning of the underlined words. (1)

Here There

Here, there,
Everywhere,
There, here,
Far and near,
Lower, higher,
By the fire,
Under chairs,
Inside drawers,
Pulling curtains
Opening doors,
We search and search
But do not speak
When we are playing
Hide and seek.

Rodney Bennett

4. Have the pupils observe words written on the chalkboard. Children will reply to statements made by the teacher. Example:(1)(2)

The teacher says, "I am thinking of a word."

a. That begins like ________________
b. That rhymes with ________________
c. That ends like ________________
d. Will fit in this sentence ____________

5. Give pupils opportunities to use word cards containing words of opposite meanings. (1)

a. Teacher puts some flash cards on the left side of a chart.
b. At the bottom of the chart are cards containing words with the opposite meaning of those on the left side of the chart.
c. Children match the cards.

prepared for use

hot
big
up
on
short
fat
night
dry

day wet thin tall
down cold little off

in use

hot	cold
big	little
up	down
on	off
short	tall
fat	thin
night	day
dry	wet

6. Help pupils to become familiar with words that mean the opposite.(1)(2)
Examples:

a. Draw a line to the word that means the opposite.

lost	out
in	go
come	lost
she	woman
nothing	found
found	he
man	something

walked	cannot
little	big
new	ran
can	put
work	up
down	play
take	old

b. Draw a line to the word which means the opposite.

lost	there found
old	can new
black	brown white

can	not cannot
fast	cold slow
big	little let

c. Circle the word that is the opposite of the underline word.

Put the little block on the big block.

See the rocking horse go up and down.

Father put something blue here and there.

Betty put on a new hat after taking off the old one.

d. Mark the number of the word with the opposite meaning.

Key Words

1. cannot 2. no 3. sad
4. front 5. under 6. small

	1	2	3	4	5	6
over						
back						
large						
can						
yes						
happy						

Key Words

1. dirty 2. bad 3. last
4. shut 5. cry 6. left

	1	2	3	4	5	6
laugh						
open						
first						
good						
clean						
right						

7. Have pupils become familiar with words that sound the same but have different meanings. Examples: (1)(2)

a. Underline the correct words in each sentence.

I (by, buy) candy at the store (by, buy) my house.

I (through, threw) the ball (through, threw) the door.

I (knew, new) you had a (knew, new) hat.

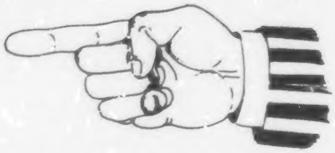
I put a five (sent, cent) stamp on the letter I (sent, cent.)

Try to (write, right) the spelling words (write, right).

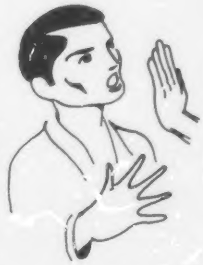
(Too, Two) boys went along, (too, two).

He has (to, too) much (to, too) carry.

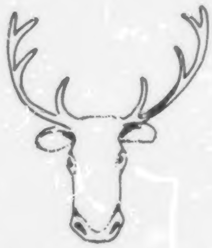
b. Write the word which tells about each picture.



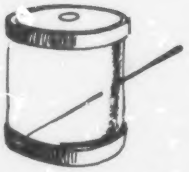
there
or
their?



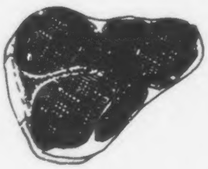
know
or
no?



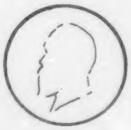
dear
or
deer?



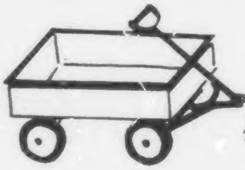
sew
or
so?



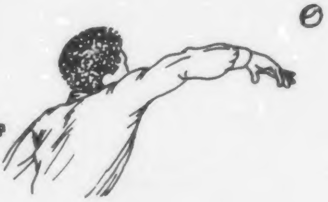
meet
or
meat?



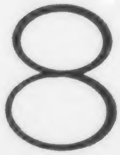
cent
or
sent?



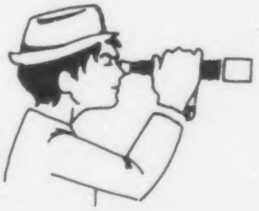
knew
or
new?



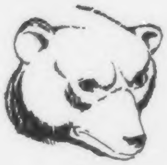
threw
or
through?



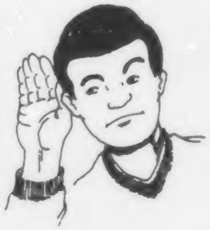
ate
or
eight?



sea
or
see?



bear
or
bare?



here
or
hear?

---

c. Write sentences using words that sound alike but have different meanings.

She can ______________ so well.
The bear sat on the _________.
I see a small boat on the __________.
Is their house over ____________?
Please take two pencils _________ the teacher.

d. Draw a line to the words that sound alike but have different meanings.

see	rode
be	see
eight	bee
here	no
know	hear
road	ate

meat	deer
would	blew
blue	wood
hour	meet
two	our
dear	to

8. Allow the pupils to complete sentences with words that mean (1)(2) almost the same. Examples:

tiny	I saw a (little big new) spider.
wet	Tonight it is very (sunny dark rainy).
below	The mouse is hiding (above beside under) the chair.
scare	Do ghosts (like frighten visit) you?
jumped	Shadows (sat danced was) on the wall.
unhappy	I was very (sad crying happy).
yell	I will (sing call dance) for my father.
began	Suddenly it (came stopped started) to rain.

9. Give pupils the opportunity to look up meanings of words in the dictionary. (1)(2)

   a. Match the definition with words written on the chalkboard.
   b. Have a race in order to determine who can find a given word first.
   c. Match a picture with a word.

10. Allow the boys and girls to play "Scrambled Letters." The teacher writes a group or groups of letters on the chalkboard. The children make words using the letters. The words are then written in sentences. (1)(2)

    e, i, t, s, h, w (this, with, it, we)

    n, g, d, o, y, u (no, go, you, do)

    This is your pencil.

    May I go with you?

11. Ask the pupils to practice writing words in sentences. Develop worksheets with sentences on them which give two choices of similar words. Pupils will underline the correct word. (1)(2) Example:

    Underline the correct word.

    1. The lady went to (town, twon) to shop.
    2. Can you come (with, whit) me?
    3. The boy had a little brown (dog, dag).
    4. I will (help, hel) you with the dishes.

12. Assist pupils to use their spelling words in sentences, stories, and oral reports. (1)(2)

13. Permit the pupils to keep a spelling notebook of words which they have misspelled in written assignments. Ask the pupils to use these words correctly in oral or written activities. (1)(2)

14. Ask the children to follow directions in order to select proper words. Example: (1)(2)

    a. List several directions on the chalkboard for the children to follow.
    b. Let the pupils read the directions.

c. One pupil may be selected to go to the chalkboard and circle the correct answers.

d. Additional directions may be placed on worksheets for the class to complete during free time or at a learning center.

1. Find two animals.

   rabbit book candy kitten

2. Find two things to eat.

   leaf apple cookie flower

3. Find two toys.

   train tree ball cup

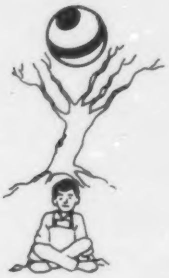
4. Find two things to wear.

   drum dress pencil coat

15. Provide opportunites for the pupils to illustrate a sentence. Divide the board or chart into four squares. In each square write a sentence which is capable of being illustrated. (2)
Example:

Brother is working in the yard.	Three boys are playing baseball.
Mary is having a birthday party.	Father is painting the house.

16. Ask the children to complete sentences with words that they know how to spell. Worksheets with incomplete sentences telling about pictures may be given to the pupils. Example: (1)(2)

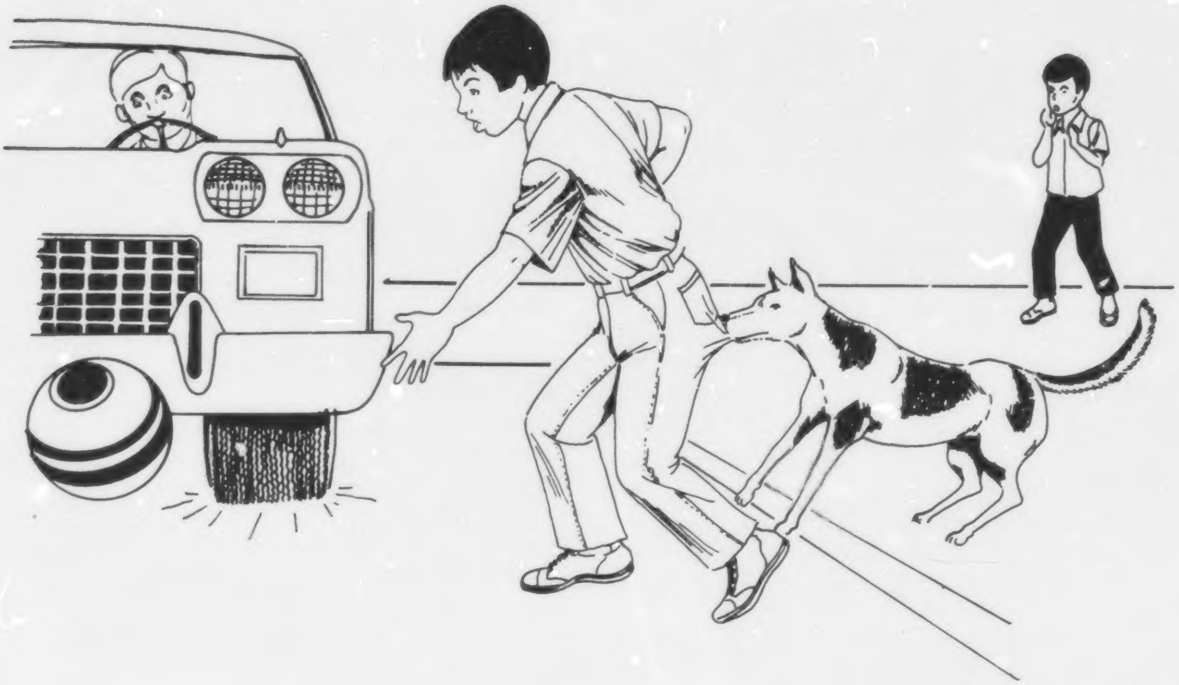


This is a ______________.

This is a ______________.

This is a ______________.

17. Give pupils the time to write a story about a picture. (1)(2)
Examples:



18. Give pupils the opportunity to copy a story or letter and fill in the missing words. Examples: (1)(2)

a. At first, the Pilgrims found (l) __________ hard in the New World. They were (s) ________ but very (b) _______. Next year, they were (t) ____________ for the big harvest.

thankful

brave

life

sad

b. ___________ Mother,

I am enjoying my _____________ in Mexico. Cousin Jose has ________ very __________ to me. So far we have _____________ many places. Cousin Jose has taught me how to ________ tacos. I ________ return home soon.

Your _________,
Ricardo

vacation
Dear
make
will
son
been
nice

REVIEW

What Have You Learned?

1. Draw a line to the word that means the opposite.

lost	down
he	young
little	she
old	big
up	found

2. Underline the correct words in each sentence.

I (knew, new) you had a (knew, new) hat.

I (by, buy) candy at the store (by, buy) my house.

I put a five (sent, cent) stamp on the letter I (sent, cent.)

3. Draw a line to the words that sound alike but have different meanings.

sea	deer
eight	our
road	meet
meat	ate
hour	see
dear	rode

4. Circle the two words in each line that mean almost the same.

tiny, big, new, little

below, above, beside, under

began, came, stopped, started

5. Write two sentences using:

   a. Your spelling works
   b. Any word you learned to spell this week

FUNCTIONAL SPELLING

Learning Objectives

1. Write name, date, address, and telephone number.
2. Write and use new words in sentences, stories, and letters.
3. Use the simple dictionary.
4. Understand definitions.
5. Use the dictionary as an aid to spelling.

Suggested Learning Activities

1. Give pupils the opportunity to write their address and telephone number on school notices. (1)
2. Permit the pupils to write letters to friends and relatives. Thank you notes and invitations may also be written. (1)(2)
3. Allow the pupils to fill in blanks and forms which require name, date, address, and telephone number. (1)

APPLICATION FOR SCHOOL SAFETY CLUB

Name ______________________ Date ____________

Address ________________________________

Telephone No. ______________ Birthdate ____________

Room ________ Teacher's Name ______________

4. Have the pupils write a story about a picture. Words below the picture may help the pupils in writing the story. (2)

flag red white
blue wave America
beautiful

5. Ask pupils to complete Who Is He?. Write the answers in complete sentences. A check sheet may be placed on the chalkboard. (2)

He protects us. He wears a hat and a badge.
He is a ______________.

He puts out fires.
He is a ______________.

He bakes and sells bread, cakes & pies.
He is a ______________.

He brings the newspaper to your house.
He is the ____________.

He rides in space.
He is an ____________.

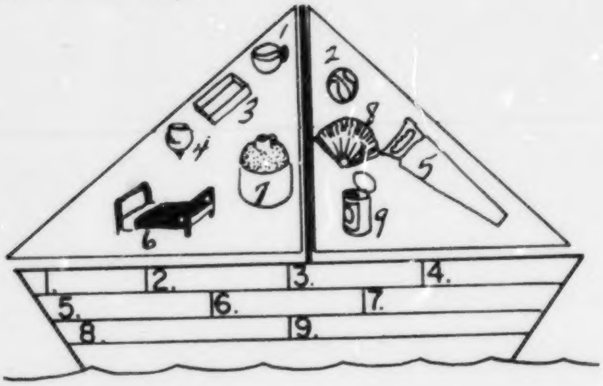
He is in the Navy.
He is a _____________.

policeman, fireman, paper-boy
astronaut, sailor, baker

1. He is a policeman.
2. He is a fireman.
3. He is a baker.
4. He is the paper-boy.
5. He is an astronaut.
6. He is a sailor.

6. Allow the pupils to write new words by matching numbers with pictures. Example: (2)

   a. Find the number 1.
   b. Find the picture with number 1.
   c. Write the word.
   d. Write a sentence using the word.
   e. Complete the others in the same way.
   f. Color the pictures.



7. Teach children poems in order to increase their knowledge of words. Examples: (2)

The Clown

Oh! Please, do you really know
How to relax from head to toe?
Floppy, the clown, will tell you how –
Listen well and learn right now.
"Just sit easy in your chair,
Smell the roses in the air.
Think of hills, and grass and trees,
Hear the buzzing of the bees.
Watch the fleecy clouds go by,
Way up yonder in the sky.
All these things," Floppy will say
"Are fun, so do them every day."

Nina Trueman

Asleep

My hands are asleep,
My feet are asleep,
And so are my ears and my nose.
I feel like a pincushion all over,
I'm asleep from my head
To my toes.

Quiet Time

This is my quiet time,
My hands and feet are still.
My head is down,
My eyes are closed,
This is my quiet time.

Sarah T. Barrows

8. Permit the class to play the game "Missing Word." (2)

   a. Teacher writes a sentence or two sentences including the new spelling words.
   b. Teacher asks the children to identify each word and look at all of them carefully.
   c. While the children close their eyes the teacher erases one of the words.
   d. When the children open their eyes, the teacher asks them to name the word which is missing.
   e. One child then goes to the chalkboard to fill in the missing word.
   f. Children write a sentence using the missing word.

9. Have children complete words that begin and end with certain letters. (2)

   a. Write on the chalkboard skeleton word forms, such as:

      s ________ d   m ________ n   s ________ l
      b ________ n   f ________ n   w ________ d
      l ________ d   n ________ t   b ________ m

   b. Ask children to fill in letters to complete the words.
   c. Write the words in sentences.

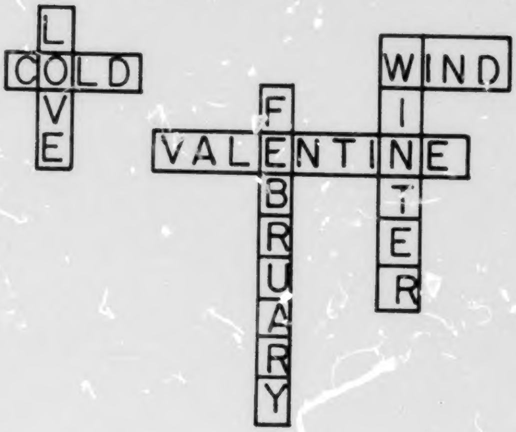
10. Allow children to use the tape recorder to practice spelling lessons from teacher-made tapes. (2)

    a. The tape should contain simple words, even the children's names.
    b. Tapes are made in this manner:
       1) Write your name. Pause.
       2) This is word number one. Pause
       3) Write the word boy. Pause
       4) Write a sentence using the word boy. Pause
       5) Draw a picture of the word. Pause
       6) This is word number two.
       7) Continue in the same manner.

11. Have the children play the game "Sentence Fun." (2)

    a. Divide the class into teams.
    b. Dictate a sentence.
    c. The first member of each team goes to the chalkboard and writes the dictation until he makes an error.
    d. The second corrects the mistake and continues writing.
    e. The third does the same, provided the sentence has not been completed correctly.
    f. The first team to finish the sentence correctly scores a point.
    g. Dictate a second sentence and the next one in line in each team starts writing.
    h. Proceed as with the first sentence.
    i. Team with the most points wins.

12. Give pupils the opportunity to complete simple crossword puzzles using words from a current spelling list. The puzzle should be simple and pertain to a central topic or theme. The words may be written in a story. Examples: (2)

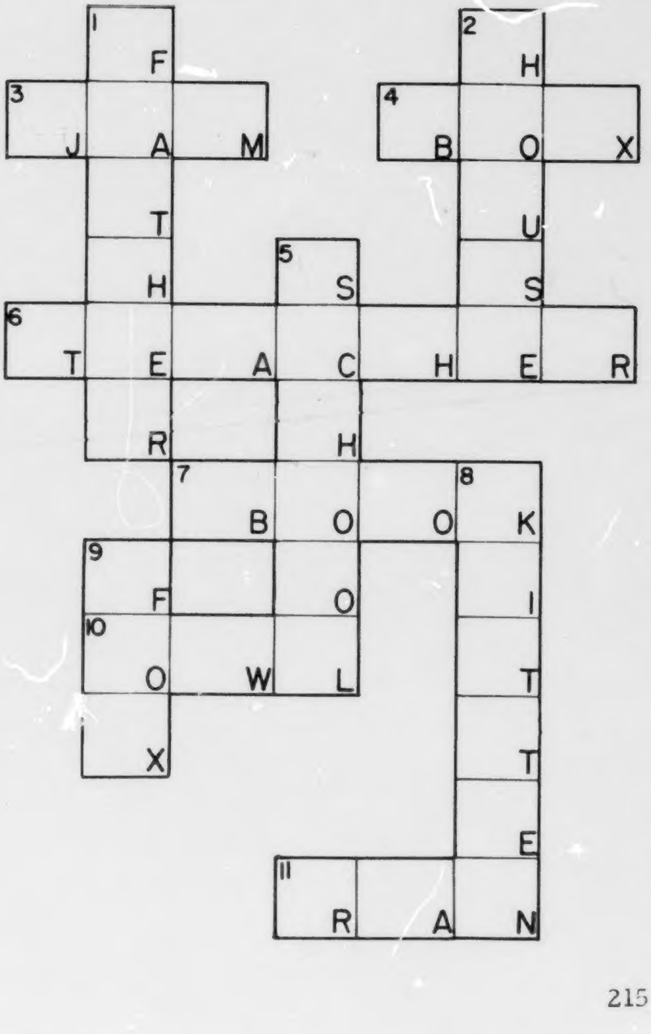


ACROSS:

1. The weather in February is ____
2. A holiday in February
3. Blows in winter

DOWN:

4. The season of the year
5. The kind of message we send on Valentine's Day
6. The name of the month.



DOWN:

1. A daddy
2. A place to live
5. A place to learn
8. A young cat
9. A smart animal

ACROSS:

3. Tastes good on bread
4. To keep things in
6. Someone who helps you learn
7. Something to read
10. A large night bird
11. Went fast

13. Teach the class the game "Camera." (2)

    a. The pupils shut their eyes as the teacher writes a word on the chalkboard.
    b. When the teacher says "Click", eyes are opened and the pupils "take a picture of the word".
    c. Teacher erases the word.
    d. Pupils "develop the film" and tell the teacher the word that was written.
    e. Pupils give the word in a sentence.
    f. Word is then written in a sentence.

14. Allow the pupils to keep an alphabetized notebook containing words that are used most often in writing. (2)(3)(5)

15. Give pupils the opportunity to write stories based upon personal experiences. (2)

16. Have the pupils become familiar with the dictionary. Examples: (3)(4)(5)

    a. Discuss the reasons for using a dictionary.

        1) What is a dictionary?
        2) Have you ever used a dictionary?
        3) What will the dictionary do for you?
        4) What do you expect to find in a dictionary?
        5) What makes a dictionary different from other books?

    b. Talk about the following topics:

        1) How to find words; a dictionary lists words in alphabetical order.
        2) Word meanings: a dictionary tells what words mean.
        3) Pronunciation: a dictionary tells how to pronounce words.
        4) Spelling: a dictionary tells how to spell words.
        5) How to use words: a dictionary may show how to use words.
        6) Parts of a dictionary.

    c. Make a picture dictionary.

    d. Keep a dictionary box. As the child needs a word, the teacher gives the word to him on a card or spells the word for the child. The child writes the word on a card and files it in alphabetical order in the dictionary box.

e. Do exercises to help in the use of the dictionary.

1) Develop alphabet sequence beginning with any letter.
2) Write letters that come before or after a certain letter.
3) Write a word list in alphabetical order.
4) Write the word for each meaning below.

where trains stop ____________________

having plenty to do ____________________

middle of the day ____________________

an outdoor meal ____________________

5) Which of your spelling words has more than one meaning given?
6) Divide three of your spelling words into syllables.
7) Write the first definition for the first five spelling words.
8) On what page in your dictionary is the word spelling?
9) Have a race to determine who can find a word fastest in the dictionary.

REVIEW

What Have You Learned?

1. Fill in the application blank.

APPLICATION FOR LIBRARY CLUB

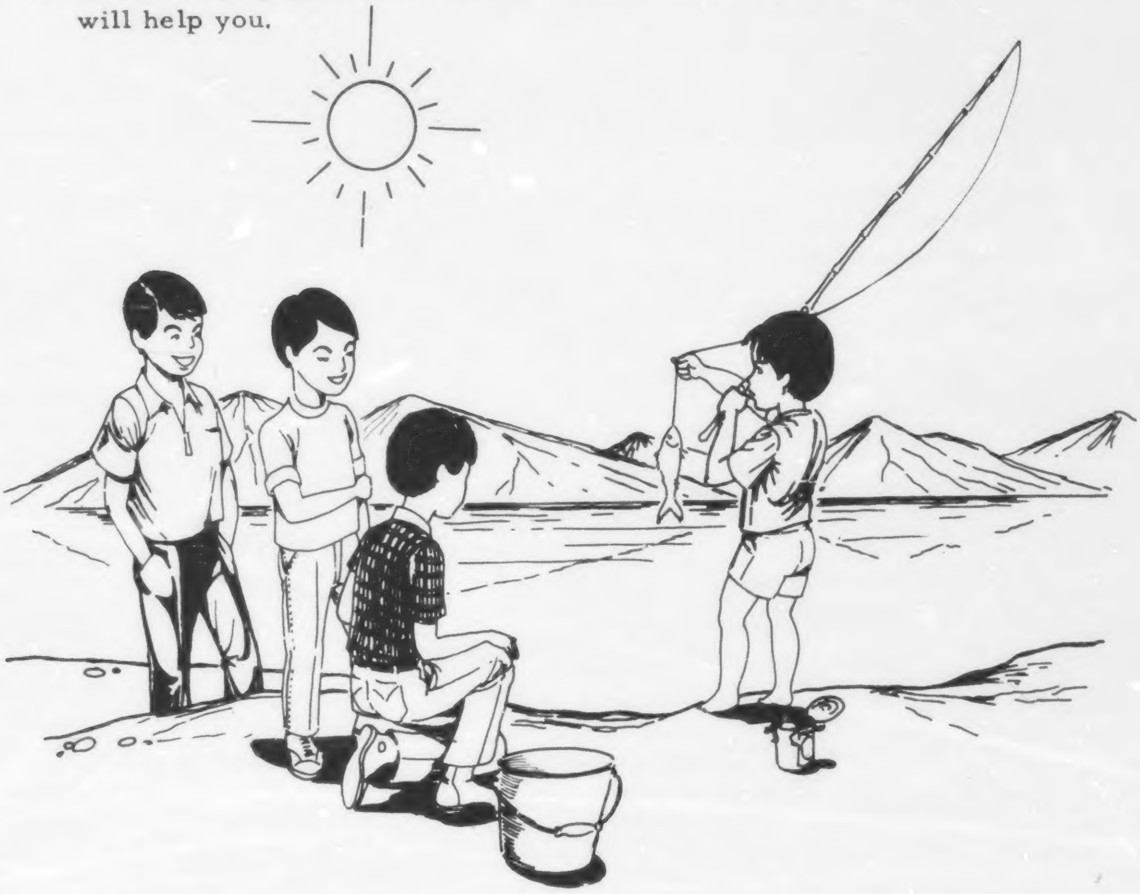
Name ______________________________ Date ____________________

Address ____

Telephone No. ________________ Birthdate ____________________

Teacher's Name ______________________________ Room ______

2. Write a story about this picture. The words below the picture will help you.



friends fishing water bait warm pail

3. Write these words in alphabetical order: friends, water, bait, pail

4. Find the word spelling in your dictionary.

   a. On what page is the word? ______________________
   b. How many syllables does the word have? ____________
   c. What is the first definition for the word? ____________
   d. Can you write the word spelling? ________________